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ABSTRACT

This volume contains transcripts of four oral history interviews that were conducted during a study of the history of vocational education in Florida. The first interview is with Maxwell Samuel Thomas, a vocational educator who began his career in 1932 and has since served as a vocational education teacher and administrator, participated in numerous professional and civic organizations, and been active in projects involving and serving the black community. The second interview is with James A. Davis, a vocational educator and administrator who began teaching industrial arts in 1958 and currently heads the Bureau of Planning and Budgeting of the Florida Division of Vocational Education. The third person interviewed is William Cecil Golden, a former teacher, coach, and principal who has been actively involved in developing and drafting numerous education bills since joining the Florida State Department of Education in 1955. The fourth interview involves four persons: Martinez Baker, owner of an electrical company between 1947 and 1969 and current director of the physical plant at Florida Junior College in Jacksonville; Dorothy Brown Love, a business education teacher since 1931 and former president of the Duval County Business Education Council; Anne Hamilton Franz, county supervisor of a cooperative education program in the 1930s; and Elmore John Saare, retired vocational teacher and administrator of both secondary and postsecondary programs. (MN)

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REFLECTIONS ON THE DEVELOPMENT OF VOCATIONAL EDUCATION IN FLORIDA

Volume III

Edited by:
David B. Mock

Project # 4-3C21

CONTEXT EVALUATION AND STATUS STUDY PROJECT

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August, 1985

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PREFACE

Oral history is a research methodology that has recently regained credence among historians. For many years the heritage of Leopold von Ranke convinced historians to base their research on written documents found in archives. This situation began to change with the increased interest in social and cultural history. Interest in these areas encouraged historians to emerge from archives and libraries, tape recorders in hand, to search for historical truth and revelation among those who participated in or were witnesses of historic events. From these missionary beginnings historians have found that oral history often provides a unique opportunity to question directly persons who participated in policy decisions, debates, wars, or reform movements. Oral history frequently gives the historian his only opportunity to gain information about events which were significant (to his particular area of research), but for whatever reasons were unrecorded. Oral history has utility, therefore, as a research tool.

There are limitations, however, to the use of oral history. It cannot go unevaluated as a source of information. The oral history interview must be assessed like any other source of information for its sufficiency and validity. Furthermore, it cannot be the only source used because of the frailty of the human memory and its tendency to recall events selectively or with insufficient detail. For example, an individual may have hidden motives--revenge or a desire to protect a friend or colleague. He or she may wish for a friendly place in the pages of history. Motives such as these may color the interviewee's reflections. The historian must be aware of the possibility of such motives, but should not predict their probability as being certain and therefore neglect this method of research. The principal limitation of oral history is economic.

Oral history is expensive both in time and money. While an actual interview may last only one or two hours, there is an additional commitment of time in identifying the individuals to be interviewed, scheduling and conducting interviews, transcribing the tapes, editing the transcripts, offering the transcripts to the interviewee for his or her review, and then editing and making the corrections required to place the transcript in final form. In the course of this project it was found that the actual interview took less than ten percent of the total time required to prepare the transcript in its final form. Despite its limitations, oral history is a valuable tool for the researcher. Oral history can readily supplement other research techniques and can point toward other issues and events for inquiry.

The transcripts of the oral history interviews contained herein were part of the Context Evaluation and Status Study project sponsored and financed by the Florida Division of Vocational Education. The selection of individuals interviewed was made jointly by the Context Evaluation project staff, the Director of the Florida Division of

Vocational Education, the Chief of Bureau of Vocational Education, Research, Evaluation and Diffusion, and an advisory committee. Choices were based upon the following criteria:

A. The interviewee must have been employed:

1. As a vocational educator, business or labor representative, legislator, student, or parent of a student enrolled in a vocational program;

2. In a Florida-based business or industry, junior high school, senior high school, area vocational-technical center or school, community college, state or federal government agency, or if a teacher-educator in an institution of higher education;

3. Between 1917 and 1978 for a period of at least ten years, but not necessarily consecutive years.

B. The interviewee must be willing to be interviewed for an extended period of time (two to three hours) and be mentally alert.

C. The interviewee had to be experienced in and able to provide information about one or more of the research questions included in the study.

After the selection of the individuals, they were notified and interviewed in accordance with an established interview schedule. The interviews were tape recorded and transcribed. The transcripts received a preliminary check for accuracy before being returned to the interviewee for his or her review. The interviewees returned the transcripts with their comments and corrections for inclusion in the final transcript. The interviewees were also asked to complete a biographical data sheet and to sign a release authorizing the final transcript to be used for the purposes of this study. The biographical data were used to develop brief career sketches of the interviewees in order to establish their credibility as sources.

This volume is one of a series of oral history interviews that investigate the history of vocational education in Florida. Bound copies of the transcripts will be provided to the Florida Division of Vocational Education and to the university libraries at The Florida State University, Florida A & M University, and University of Florida. Copies of the tapes will be provided to The Florida State University library upon completion of the project entitled: Context Evaluation and Status Study of Vocational Education in Florida. Some interviewees have been provided with audiotape copies of their interviews in order to donate them to university libraries.

This project would not have come to fruition without the contributions of a number of people. I would like to thank Kenneth Eaddy, Dave Erwin, and Charlotte Carney for their role in conducting the interviews. The efforts of Lou Wright, Rennie Kaczorowski, Jean Van Dyke, and Sharon McClellan in transcribing the tapes and typing the various drafts and the final transcript were instrumental in enabling the original tapes to reach this final stage. I would also like to express my appreciation to Robert Stakenas who played an important role in selecting the interviewees, planning and conducting the interviews, and providing an impetus for the completion of the project.

David B. Mock
Florida State University
Tallahassee, Florida
August 15, 1985

MAXWELL SAMUEL THOMAS

Maxwell Samuel Thomas was born in Ocala, Florida. Dean Thomas, as he was usually addressed, graduated from high school in Ocala in 1928. He was awarded the B.S. in building construction from Hampton Institute in 1932, and in 1947 he was awarded the M.Ed. in industrial teacher education from Colorado State University. Dean Thomas continued professional study through workshops, seminars, and conferences at Florida A&M University, Hampton Institute, University of Florida, Cornell University, and Norfolk State University.

Dean Thomas began his professional career in 1932 as a vocational teacher of carpentry and cabinet making in Little Rock, Arkansas. He also served as football coach in Little Rock. He left Arkansas to teach industrial arts in Asheville, North Carolina. From 1936 to 1938 Dean Thomas held the position of Educational Advisor to the Civilian Conservation Corps (CCC). He then moved to Tallahassee, Florida, where he remained for the rest of his professional career.

From 1938 to 1942, Dean Thomas worked for the Department of Education as the Itinerant Teacher-Trainer in Trade and Industrial Education for black schools. From 1942 to 1944, he served as Director of Vocational Training for War Production Workers at Florida A&M. In 1944 he was appointed as Dean of the Division of Mechanic Arts--a position in which he remained for eleven years. Subsequently, he served as Director of the Vocational-Technical Institute and Acting Head of the Department of Industrial Education. He was appointed as Coordinator of Planning and Development, with membership, on the University Cabinet--a position which he held until his retirement in 1977.

Dean Thomas was an active member of many professional and civic organizations. They included the Tallahassee Chapter of the Hampton Institute Alumni Association, Phi Delta Kappa, Alpha Zeta Boule, National Education Association, American Vocational Association, and the National Association for the Advancement of Colored People. He was called upon to serve his community as a member of many local civic groups including the Biracial Committee of the Leon County School Board, the Advisory Committee of the Lively Vocational School, the Lincoln Community Center Development Committee, the Urban Area Transportation Study, the Headstart Council, Concerned Educators of Leon County, and the Search Committee for City Manager of Tallahassee.

He served his university as chairperson of the Orange Blossom Classic and Festival Committee for eight years, as member of the search committee for a new Head Football Coach at Florida A&M, and as a charter member of the Black Archives for whom he personally constructed display cases which are still in use. Dean Thomas was a Charter member of Tallahassee Toastmasters International, Seven Hills Chapter. He served on the Board of Directors of: the North Florida Fair Association, the Capital Area Community Action Agency, and as Vice-Chairman of the Board of Directors of the John G. Riley Foundation.

On December 12, 1980, Robert Stakenas and David Mock interviewed M. S. Thomas, in Tallahassee, Florida, regarding the development of vocational education in Florida. The transcript of this interview follows.

RGS: Mr. Thomas, will you please state simply for the guidance of historians in the coming generations, what, if any, scrapbook, newspapers, books, or other materials you consulted to refresh your memory in preparation for the interview?

MST: Upon my recent retirement from Florida A & M University, I salvaged from my office files, as you may see here, copies of numerous reports, studies, newspaper clippings, books, and pamphlets, covering much of what had been accomplished around the state in vocational training. I am in the process of making a cursory review of this material for the benefit of the Florida A & M University Black Archives. This will serve here also to help me give a clear overview of some of the significant developments in vocational education around the state.

RGS: Did you talk to any persons to refresh your memory?

MST: Yes.

RGS: Would you care to say who that was?

MST: Through the courtesy of the University's Research Committee I had an unusual opportunity last year to visit a number of key vocational and educational leaders, both in-service and retired, in their local settings around the state. The purpose was to get their input and verification as to the significant accomplishments made in vocational education in their respective communities. These included William B. Sweet, Edward Bentham, Ben Durham, and others in Jacksonville. Cecil Boston, Hemly Wright, and others in Orlando. Napoleon Nichols, George Ingram, Edward Rodriquez and Hugh Dexter of Daytona. James Hargood, U. R. Thomas, and others of Tampa. Joel Barry, Clarence Gipping, and others of St. Petersburg. Sam Coin, James Jerry, and Gilbert Porter of Miami. These persons shared significant information with me on local accomplishments in vocational education.

RGS: You've really done a lot of refreshing of your memory there both from your archives as well as your professional colleagues around the state. Now, here is a table listing the time periods and significant events of vocational education in Florida. Would you look this table over and then tell us which periods that you were most active in from the beginning to the end?

MST: I was actively involved in Florida's program of vocational education for 39 years, and these covered the latter part of the early period through the middle period as you have divided the program's life span here. My tenure included first, four years of service as the state itinerant teacher-trainer for Creative and

MST: Industrial Education. That was 1938 to 1942. Second, two years as the director of the War Production Training Program at FAMU from 1942 to 1944. Third, 24 years as dean of the Mechanic Arts area which experienced several name changes. That was during the period of 1944 to 1968. And fourth, there were nine years as coordinator of Planning and Development at the university, from 1968 to 1977. In the first three capacities which I served, we maintained a close official relationship with the State Department of Education and the programs around the state. Administratively, I served under four presidents and the two interim presidents at the university and under three state superintendents and five state directors at the state level.

RGS: Are there any things which you have accomplished during your career in vocational education that you would like to highlight? Things that really stand out in your mind?

MST: Yes, I believe that there were some things accomplished through our involvement in the total scheme of vocational education during the formative years that may merit recording for posterity. As a matter of orientation, let me point out here that my official assigned responsibilities were confined to the schools for blacks. Observations and comments made herein will therefore reflect the progress and problems peculiar to the vocational programs provided this group. The historic peculiarity which we had to face, and must keep in mind although we would like to forget, is that for many years following the emancipation of the slaves, local school officials in most cases would provide only the bare essentials for educating the blacks. This was one of the initial problems facing vocational training because facilities cost more; another peculiarity understandable then, and to a limited extent served to befuddle many in the black community. Perhaps too many viewed academic training with greater preference than vocational training. These factors made it very difficult to provide the three essential elements for success in vocational education. They are adequate facilities and supplies, occupationally and educationally qualified instructors and willing and responsive students. As we found only a few teachers and several meager programs scattered around the state. The challenge soon became obvious. Change some attitudes and get some programs started.

RGS: You worked in trade and industrial and L. A. Marshall was working in agriculture? And you came to Florida in 1938?

MST: That's right.

RGS: The feeling I got in talking with Mr. Marshall was that he kicked off the agricultural programs.

DM: That was in 1927. He was here, I think, in 1927.

RGS: Yes, in 1927. Were you the first itinerant teacher?

MST: I was the first itinerant teacher-trainer.

RGS: So agriculture programs were introduced first to the blacks in Florida; ten years later trade and industries were introduced.

MST: That's right.

RGS: Did you come here right out of graduate school or did you have a job somewhere else first?

MST: I came here out of CCC camp in Fredericksburg, Virginia. Although I am a native of Florida, I graduated from Hampton Institute in Virginia and was able to get under the CCC camp near Washington as one of my assignments when they opened up for blacks to work in them as camp educational advisors. I worked immediately under R. D. Dolley. This history will be incomplete unless a treatise and tribute is done to Dolley. I don't know who is going to do it.

RGS: Was Mr. Dolley a Florida educator or from somewhere else?

MST: He was a native of Virginia but he came down and got started in Jacksonville. He initiated this cooperative program known as the Diversified Cooperative Training (DCT) program. He was one that pulled industry in and got them to give students these jobs part-time, and got that program going, and got pretty wide recognition for his efforts there in Jacksonville. That was part of the emphasis that enabled him to move up to state director.

DM: Can you explain a little bit more about the DCT program?

MST: That's a short term. Diversified Cooperative Training (DCT) and all of the job opportunities available in a city such as, particularly like Jacksonville, it just wouldn't be expedient to try to put training facilities in a school for them. So many of them could be taught part-time on the job. A good example may be that maybe only just one or two wanted to study photography. The coordinator of Diversified Cooperative Training would probably explore the community, maybe he will find a studio that will be glad to take a student in to work part-time. Well, he would spend his first half-day in school learning his general subjects. Then he would leave at noon and report to work. He would work the rest of the day training in a diversified field, as one fellow might be working in photography and you might be somewhere else working as a printer, and the next guy may be working somewhere else.

DM: That takes a lot of coordination to get all that stuff done.

MST: Training coordinators was quite a job. Anyway, he made a name for himself in that area and moved up to the State Department.

RGS: Now, was he a state employee or an employee of the Jacksonville school board?

MST: He was a state employee. He was moved out of Jacksonville. Colin English was the superintendent at that time.

DM: I think he took over in 1936 as state superintendent. When did Mr. Dolley start his program in Jacksonville? Do you recall?

MST: It was in the early 1930's because he had it pretty well established when he came to Tallahassee. He brought me here in 1938, and I think he had been here a year or two ahead of me.

DM: Once he got to the state, do you know if he encouraged other places, like maybe Tampa or Miami, to adopt a similar type of program?

MST: Yes, he had a number of them. It turned out for a while to be a salvation for the black program, because we could go in and sell the superintendent on the idea of putting this kind of training in, that required no shop and no cupboard, or a large layout of tools and equipment, that kind of thing. If you handled it right, it developed a good relationship between the school and the community moving in and out. We got it started in the black schools in a number of places where we couldn't get a shop going.

RGS: Was the DCT concept also being utilized in the white schools?

MST: Yes, they had a nice program. They had it in many places. Jacksonville was a key place.

RGS: Is that where most of it got started?

MST: Most of it got started right there in Jacksonville.

RGS: And Dolley was the one to get it started? And that was in the late 1920s that he did that?

MST: No, it was the early 1930s.

RGS: So then the development of agriculture, and the DCT seems to have gotten started right around the turn of the decade.

MST: Most of it got started around the turn of the decade, as you recall the Smith-Hughes Act was passed in 1917. Florida, I think the record will show, was among the first of the southern states to move in and take advantage of it.

DM: It was the fifth southern state to accept the act.

MST: It was the fifth. It was even ahead of Georgia, and the programs were named after a Georgia senator. But Florida moved right in and got started and agriculture made immediate progress, I guess due to the rural element of most of the places.

DM: Trade and industries was initially taught at night and on a part-time basis.

MST: That's right, by the in-service people.

RGS: Well, as we talk about those early years: what were the goals and purposes of vocational education? What did the educational leaders say the important thing to accomplish was? What was it that vocational education should accomplish?

MST: Really, among the leaders themselves, it was confusing for a while. Now those of us who got into it, and I got my orientation strictly from Smith-Hughes law, which spells out pretty plainly that the training was well planned and leading to gainful employment and advancement into industry and business. Others probably attached broader, and some narrower, significance to the terms and definitions. And some principals, I remember, just wanted a shop somewhere to send the boys, while the girls went to homemaking. On the other hand, some looked upon it as part of general education for whatever cultural and practical aspects it might have for doing things around the home and that kind of thing. The basic objective was brought out by the Smith-Hughes Act itself -- getting ready for profitable employment.

DM: Was there a change from the time when you first started with the War Production Training Program? That is, a change in the philosophy about trade and industries education or education in general?

MST: Yes, we have added to the War Training Program here, and I think we did some very unique things that I probably want to get on record somewhere here. But the significant thing about the War Training Program was that we had to get people ready to go to work right away, and you didn't have time to take them through a whole course layout, you see. Just train them for basic operations. You learn to operate a lathe and do certain welds, and that kind of thing, and you are ready to go to work. The time span then was much shorter than it would have been to find a regular prescribed two year Smith-Hughes' course. That's the big thing.

DM: Where did the motivation come from for new classes? Did the student come up to the principal, or maybe the shop teacher or another teacher and say, "I want to be an electrician." Was it mandated from the state? Who decided what classes were going to be taught?

MST: That's a good question. Generally, later we learned the importance of going out and making a community survey and planning this thing. But before, just at random, we picked what we thought might be some employment possibilities. Fortunately, throughout most of the places in Florida, blacks did pretty well in the building trades. Since working as a machinist in sheet and metal, and that kind of thing, was kind of an area that you didn't move into.

RGS: It began with Diversified Cooperative Training. About when did the first laboratory-based programs get started? Where the school had the actual facility where the training was done? Do you have any recollections about that?

MST: Yes, technically the very first in the state was started at A & M and in Jacksonville. A & M was organized in 1887 and if you remember the first Morrill Act just forgot about the black schools at first, so all the benefits went down to Gainesville to the University of Florida. Someone recognized the need there and came back and passed the second Morrill Act in 1890. That paved the way for training in agriculture and what they called the mechanic arts, which started in 1890 at A & M. I remember some amount of money that was given to us to keep that program going. It started about that same time, about 1890 or 1891 or 1892 that John Slatlerhorn provided some money for work in Jacksonville, and I can't get that documented like I want to. I do know down there they came in, and their funds were earmarked not to initiate programs, but more to improve the quality of programs existing for the blacks, and to initiate some industrial training. A principal in Jacksonville got in on some of that money and got the program started down there. That is as near as I can determine about the first record of any type of industrial training being made available in Jacksonville.

RGS: And that was within a public school? What was the approximate date?

MST: In a public school, around about 1891 or 1892.

RGS: But then when the Diversified Cooperative Training program got going, it used actual businesses. Were there a fair number of laboratory-based classrooms in the public schools by that time? This was during the Depression we're talking about, so money was tight. But were there programs in high schools for black students where they could go to laboratory-type to learn?

MST: Just a few.

RGS: Just a few. When did the momentum begin to pick up in terms of getting more into the public schools or into the area centers?

MST: To be honest with you, the war was a blessing in disguise for vocational education for blacks in Florida.

RGS: Could you elaborate on that a little bit? Tell us some more.

MST: When the war was declared, we soon began to realize that we needed to train people to go not only into military camps but some to go into industry to make the supplies and equipment for the people in the armed forces. And, of course, Washington made this money available for war production training. Many of the local

MST: places took advantage of it. Some didn't. That was one of the interesting things that we did at A & M. We were given an opportunity to initiate some training for war production workers -- things that blacks had never done before in Florida --welding, machine shop, sheet and metal, electricity -- all those industries geared to war needs. Washington set aside some $65,000 or $70,000 to initiate this training. That sounds like a little bit of money, but back then in those days it sounded like a whole lot. When they came down and looked at our facilities, they said, "You don't have enough room here for this. We are going to hold this money up a while until you get some more space." So, we got busy then and tried to find some more space, and decided to build a temporary building so we could put welding and other equipment in there for a while. In that day and time, there were three lumber places in town, I know them by name, Wilson Down, Pachards, Capital City Lumber. We went down to buy some materials, just framing to put this building up, and all of them told me the same story. "Thomas, we're sorry, but we are going to build a field house out here on the edge of town. It will be an aviation facility and the military is coming here and put a freeze on every foot of lumber we have got." So, there we stood with some $65,000 waiting in Washington for us to get this building and start working. I came up with the old idea of doing like the country people did when they didn't have any money but they had to ground some corn to make the grits and meal to eat on. You take a big sack of corn to the mill and the mill man would grind it and take out a little for himself and grind up the rest for you like you wanted it. So, his pay was what he took out. So, I said, "Well, I counted all the pine trees on the campus and down on the farm. I kind of learned how to put that stick on them and estimate the number of feet of lumber there is, and we ought to just cut some timber down ourselves and get some mill around here somewhere to cut it for use and keep a part and put this building up. All we want is some walls and a shed that that kind of thing, and get the equipment." So, I went to R. D. Dolley and told him how many trees we had and gave the idea to him. He looked at me and he thought and then he said, "Brother Thomas, that sounds good, but do you know mill people? They aren't going to treat you right. You carry a lot of lumber down there and and you won't be able to get a third of it back." I said, "What?" He said, "Why don't you get you a mill and cut it up yourself?" He had access to almost unlimited war production money that he could shift around like he wanted to and justify it. He said, "I'll buy the mill for you." So, I went out then and told the president on the campus and we went back and that was too big a challenge for me. And, I said, "Well, if I can find me a mill man, we will try it." And, sure enough, I went down to Sanford County and found an old man that could operate a saw mill. We bought this little decent mill and set it up there on the campus and cut those trees down and went down to the University of Florida and they helped me to design a truss, and I like to share those trusses sometime now. A ring type truss we cut like this today didn't allow for the lumber to dry. We had to do it one day and put it up the next day, you see. The lumber was so green when you hit that last nail, we

MST: called it "the juice", would fly back and splash in your face so we had an interesting experience on that. The interesting thing was that we kind of fiddled around with that thing for a while putting off and putting off and putting off and the day we decided to go ahead, I said to Holmes, "Let's go and get started on this building Monday morning. We have been fooling around a long time and we don't want to lose that money." He said, "All right, we will come down Monday morning and get the thing laid out." And, sure enough, eight o'clock Monday morning we laid it out. About 11 o'clock, we happened to look around the corner and here was a fellow coming in from Washington. He turned the corner and said, "I just flew down. I came to see if you had started the building. If you hadn't, we were going to take that money and put it somewhere else." So, that's how close we came to losing it. As a result we got that building up and ran some of those programs morning, noon, and night. Welding, for example, we ran three eight-hour shifts for awhile and sent men up to Brunswick, up to Pennsylvania, to two or three shipyards over here in Mobile, and electricians and carpenters. We just had a whole lot of them. It gave us a chance to really get a percentage that we used later for training veterans when they came back. See, we put in some terminal courses and we trained more GI's after they got out of the service at the same facility down there.

RGS: All right, now A & M established this training program. Were there other ones in the state that were funded by the War Production Program?

MST: Yes.

RGS: Where were they?

MST: One was in St. Augustine, Florida. We had a young fellow down there whom, I happened to meet at a railroad station, when he was just coming through to get an interview for a job in Jacksonville and he got to be president. We kept our connections up and I told him I wanted him to meet my boss, Dolley, over at the State Department. He met Dolley and gave us quite a talk, oh, he could sell you a bill of goods. And, we were having trouble getting a program established in Jacksonville to train a lot of blacks who wanted to go into the War Training Program. He kept putting off and putting off and fiddling around so we got the idea of putting this training program in at St. Augustine, 28 miles from Jacksonville. We went down there and put up a temporary structure and used an old building they had there and put practically the same program in down there. We got a big old trailer bus and transported those people from Jacksonville every afternoon about 4:30. We had a bus load of them at St. Augustine and they worked in training until about 11:00 when we brought them back to Jacksonville. That was the second program. The significant program was over at Bethune-Cookman.

RGS: Now, that is just a little bit south of Jacksonville?

MST: In St. Augustine. There are very few people today who think of Bethune-Cookman as an individual school and yet, when we write our little history of vocational education in the black school, we can't leave it out.

RGS: What significant role did Bethune-Cookman play in those days?

MST: You missed a treat if you never got to know Mary McCloud Bethune.

RGS: She was the president?

MST: She was the president, the founder and president at that time. She was one of those people that could just move and impress you and move you, at that day and time during the NYA program.

RGS: NYA stands for what?

MST: National Youth Administration.

RGS: And the time period was about what?

MST: The time period was shortly before World War II. And, yes, Roosevelt administration, when was that?

DM: 1932 to 1944 or 1945.

MST: That was before World War II then. That's right, before. When that program was in stride, Mary Bethune kind of won a sympathetic hail from Mrs. Eleanor Roosevelt. She used her influence through her to get a lot of things done throughout the state and a member of her staff got to be kind of a general state coordinator for the NYA program in the black schools at that time. She cornered Dolley one day and told him there wasn't anything going on in Volusia County to train blacks to work and she thought it was a shame and she wanted to see what she could do to help work out something.

RGS: And she started the school by . . . .

MST: No, she hadn't started . . . . What happened going a little farther back, she had started her school in Jacksonville and I think the Daytona setting provided a better outlook for philanthropy because most of the rich people who came down to Florida in that day and time started settling down around Ormond Beach and Daytona and on down. Very few stopped at this side and even at Jacksonville. And, she depended quite a bit on philanthropy to get the help she wanted, so she moved her all-girls school from Jacksonville to Daytona. Later, Cookman had a boys school. He moved it down there, they merged and had a co-ed school. She told me this two or three times, very amusingly, in moving into Daytona she went to the superintendent, to get his good will before starting the school in Daytona. She told him about starting this private school and how she wanted the good will of the school officials. According to her story, he told her in blunt terms, "Now, Mary, it is all right to

MST: start this school, but don't go putting too much emphasis on academics. Train them how to work." She diplomatically said, "Yes, sir, I'll do just that." So, she came back and changed the name of her school to the Volusia County Industrial Training School for Negro Girls, a long name but it was the original name. She tells that off the record. She made them all work to help maintain the school, but she poured as much academics into their heads as they would take because she wanted them to get that side of it, too. But anyway, after her and so many times, the black leaders would speak out of both sides of their mouths. She came in and got that on the NYA. She wanted to do some more work because there wasn't anything going on in Volusia County public schools but training blacks how to work. So, Dolley told her, "I'll tell you what, M. S. Thomas is on my staff and he is working on the black schools but at the present time, he is out at Colorado State College in summer school. Now, as soon as he comes back, I'm going to send him down here to you." And, sure enough, when I got back in August, he sent me to Daytona and I spent two days there with her. She was talking about the opportunity needed down there and that kind of thing and I said, "Mrs. Bethune, the first thing you will need is facilities if you are going to train people industrially. You are going to need facilities. You've got to have a shop for teachers, equipment, materials, and how are you going to get it?" She said, "I believe I know the folks in NYA well enough to get a facility for me." At that time the NYA would do some construction work, they had some centers around the state. So, I said, "Mrs. Bethune," I was looking right across the desk from her - I can see her right now as I say, "you know one thing, NYA is public money, federal money, and you have got a private school here, and if you get Mrs. Roosevelt to use a little influence to get NYA to put a building up on your campus, somebody, it may be some of your folks right here in Daytona, is going to make a big issue out of that and embarrass you and the school, Mrs. Roosevelt and the president, too." She sat there and looked at me. I remember very well her good look-like-fire and she was just kicking her hands on the desk just like that. And after a while she reached over and picked the telephone up and called a lawyer and said, "Tomorrow morning I want you out here on the campus. I have a section of my campus that I want you to draw up a deed for in favor of the Volusia County School Board." To make a long story short, then in a couple of months the NYA was putting up a temporary building on her campus.

RGS: On public property?

MST: On public property. The deed is down in Volusia County School Board. And, she ran a very vigorous NYA project and came along later with war training and training of veterans afterwards and that gave impetus into putting work in the vocational, I mean, into the public schools for the blacks.

RGS: And this all took place right around what, 1938 or 1939?

MST: Yes, in that general area. In recent years after the program got going, it was established in the community for blacks and whites. They took this temporary building down and she got the deed to her land back. I think the president's home is right there in that very spot now. I don't remember exactly where it is.

RGS: And when did Cookman join Mrs. Bethune? In what year?

MST: That was early in the 1920s, I believe.

RGS: I see, so it was Bethune-Cookman by that time.

MST: Yes, Bethune-Cookman at that time.

RGS: I see. We have been talking about war production during the war and in one of your earlier comments you made the statement that when the veterans returned, the war production programs facilities were there to help train the returning veterans. Would you talk some more about what impact the returning veterans had on vocational education and what impact the vocational education had on returning veterans after the war?

MST: Florida A & M, I think, can take unusual pride in the fact that it contributed significantly to the task of helping returning veterans take full advantage of their benefits of the GI Bill. Florida A & M had the facilities and personnel to provide many veterans, those who qualified for college level training, as well as those who could not, to find some type of training that would help adjust them back into civilian life. We designed a special group of two-year terminal programs not leading to a degree and not necessarily for college credit. We provided the skill courses in a number of occupations and basic education courses, such as English, math, etc. For hundreds of veterans who were able to come back under the GI Bill, and I wish sometime that we had kept a record of them. We had those records pretty much in storage at one time, but they probably have been misplaced. A tremendous group of them came back and some even qualified and went on to college. A lot of them came and got vocational certificates under the GI Bill for two years of training and went out and found some profitable employment in the community.

DM: It sounds like a very innovative program.

MST: It was.

DM: Do you recall who was responsible for developing this? You probably had a lot to do with it, I'm sure.

MST: That's right. We had a hand in that and we had the personal and full cooperation of the administration of the State Department of Education.

DM: But, you then were the person who saw the need and took the initiative to develop the program and present it, and of course, then it was approved.

MST: That's right. Even though I ceased my work with the State Department as teacher-trainer, I still worked directly with them during the war production, so when I moved over there as dean of the area we operated, you see, these terminal courses which really we got subsidy from, a lot of them were faculty under Smith-Hughes Act, and other federal fundings, so my relationship with the State Department never was cut off until my last seven or eight years when I went over to Planning and Development. So, that's why probably we have kept up pretty much on what happened at the state level.

DM: Do you know if programs similar to yours were used, developed, or adopted in other areas of the state? Or is it just used at Florida A & M?

MST: There were some programs of that nature, I think, that started some of the other land grant schools, for instance, at Georgia State and Alabama. I would think though, that we had a little more extensive program than they did.

DM: I imagine you offered a wide variety of courses in a whole lot of different areas.

MST: We must have offered, at one time, as many as sixteen different courses and geared them primarily to the needs and opportunities as we saw them.

RGS: What were some of the occupations that you trained the veterans for?

MST: Things you wouldn't think about now - tailoring was one, dry cleaning and laundrying, cooking and baking, building trades, major building trades like masonry, plastering, carpentering, electricity, and auto mechanics.

RGS: Now, you mentioned that when you came to Florida you were an itinerant teacher-trainer. Can you explain what an itinerant teacher-trainer was doing in Florida back in the 1930s?

MST: That's interesting. When I got the offer to come to Florida I was in Virginia working at a CCC camp, as I said awhile ago. Hampton, my school in Virginia, recommended me. I got in my car and drove 160 miles from Fredericksburg to Hampton to ask the question, "What is itinerant teacher-training?" And my placement officers there told me, "You can do it. I encourage you to go on down." Then when I came down and reported to Mr. Dolley, he said, "Well, you got yourself comfortable at A & M, got your desk and office and the place is different here." He planned my travel and sent me down the state. I went down on the west coast and came back up the east

MST: coast. I was gone a good week or more. When I got back to the office, I said, "Mr. Dolley, you know, itinerant teacher-trainers. . . I didn't find any teachers to be trained." He just laughed and said, "I knew that. I just wanted you to find that out. Now let's go to work." And from then on we moved ahead with our program and started building. It was really a building program, using every little scheme we could think of, he and I together. He was quite a maneuverer.

RGS: Well, what was your approach? You'd come into a community that didn't have a program or a teacher in those areas. Who would you go to talk to? What would you do?

MST: I'd have to feel it out. No two ways worked alike. I went into Sanford, it was old man Crones, the old principal. I showed him the idea of giving those students something to do. He realized that all of his kids weren't going away to school. They realized that all of them couldn't go out there in those celery fields and pick celery. And he wanted to give those young men a little bit more to do. He built a shop from some resources of his own near the school on his own property and worked out some kind of a relationship with the superintendent. And he established a shop.

RGS: Now, did he teach there himself?

MST: He already had a teacher, so we were able to come in at that time with Smith-Hughes money and pay half the teacher's salary. Every case was a problem in itself and you had to study the personnel, you had to study the situation and make the right approach. One of the most interesting ones was right over here in Quincy. Quincy was a community, and still is, that had more blacks than whites in recent years. Leon County was that way years ago, but Quincy more recently. And there were methods of keeping the franchise and a lot of things away from the blacks since they outnumbered the whites over there. They had a nice little high school over there, everything was academically-oriented, training folks to get ready to go to college. A lot of them wouldn't think of going to tobacco fields. Pinky Evans was a shop teacher and I sold him on the idea that he could devote half his day to teaching industrial arts and the other half he could devote to a general shop which had a little more skill orientation, more job orientation to it. And, I sold him on the idea of going to the principal and trying to get his permission to get a general shop established instead of just a large shop. The principal gave his consent. But, the principals themselves wanted no part in selling it to the school board and superintendent. They put that on us. So, we went down there and talked with him and he said, "You come back here round about July (school opened there early, in August) so we can work on it." So, sure enough we got a schedule of the board meeting and went over there to see him and he said, "You go over this thing with me again." And I went over the detail and I said, "It's not going to cost you any more money because Mr. Dolley's office will reimburse you on the teacher's salary and that's money you can use to help

MST: with supplies and all, or part of it." He said, "You come over here and stay the day. I'm going to let you talk to the board yourself." I got the board meeting date and showed up that morning early. I went to Quincy and got Evans and we went down to the courthouse and nobody was concerned about us, extending us seats, so we had to make ourselves comfortable outside on the steps and in the hall, but we sat there all morning and didn't get a chance to come in. They stopped for lunch and I was sure that we'd be on the agenda immediately after lunch. After lunch they went back into their session. We sat there until 3:00. Evans said, "Tom, I'm going to give up. It ain't no use fooling around here." I said, "No, you don't do it that way. It's all in a day's work with me. I'm going to sit right here until 5:00." So, right around 5:00 the board adjourned and as they walked out, putting their coats on their arm, the superintendent looked at me and snapped his finger and said, "Damn, I was supposed to get you in there to see this board." And, he called them all together there on the doorsteps of the courthouse and said, "Thomas has some idea about vocationalizing the woodwork shop over here at Lee High School. Can you all take a couple of minutes and let him tell you more about it? Take a couple of minutes and tell them, Thomas." So, I started my little story and he said, "How much are you going to pay Evans?" I said, "We don't like to come in and set the salary here. That's the local schools' business. What we will do is pay you or reimburse you for whatever you pay him. How much are you getting now, Evans?" "Seventy-five dollars a month." I said, "Well, if you give him $150.00, we will give you $75.00 back." And one of the board members said, (Evans and I still laugh about this now), "No, ain't no nigger in Quincy worth $150.00 a month." I said, "Well, let's find a figure that you can live with." So, we ended up paying Evans $125.00 a month. That was a raise from $75.00 to $125.00 and the idea was that he'd have this extra $25.00 to spend on supplies for his shop. And, boy, he was the happiest man in Quincy. Got his salary raised $50.00 a month and $25.00 extra to spend for supplies. I see him every football game, and that's been 30 or more years ago, and he and I still laugh about that right now.

DM: I know agricultural teachers had to work 12 months a year. Now, when he took this new position, or when he was going to teach vocational shop, did he have to work 12 months a year, too?

MST: No, he didn't work 12 months. He worked 10 months.

DM: Well, he made out like a bandit then. Because I know the agricultural teachers had to work year-round.

MST: Mr. Williams was quite a maneuvering politician in his own right, like Dolley, and back in those days, the general pay pattern in those schools for blacks, the average salary ran about $75.00, $80.00, or $90.00 a month, depending on your certificate. If you had been with the school system a long time, you might get $90.00 a month. Just getting started would be $60.00 or $75.00. But, the

MST: principal always got more, about $150.00. And for some reason, we noticed that the agricultural teachers moved up to be principals in so many cases. I could cite you right now a dozen places around the state where the agricultural teacher got to be the principal. But, I think through a little maneuvering on the part of Mr. Williams, I didn't know about it then, but as I look back over the years, where he would get with the superintendent, (see they didn't want too many people on the faculty making this hundred and some odd dollars) and in most cases, the agricultural teacher got to be the principal and made that salary.

RGS: We talked earlier about the cooperative training that was going on with business and industry. Were there other things that businesses and industry did to support training, like provide extra funds or equipment that you knew of around the state? Were there any contributions that business and industry made to help along the development of vocational education? I know that in agriculture, Sears and Roebuck bought breeding stock in communities. Were there similar kinds of things done by industry?

MST: Not in the early years. In the more recent years that prevailed, particularly at A & M, and after Florida began this tremendous growth and expansion population-wise, and new industry began to move into the state. A number of the major businesses and industrial companies operating in Florida shared rather generously in their resources. This included personnel, equipment, financial support, and on-the-job work experience for students. A & M enjoyed a good bit of that in recent years. It was our privilege to establish the position on our staff. I think we called him a job development specialist and he was to go out and start this relationship with business. Now, he is the full time "Director of Cooperative Education" on the campus. But my last year it started, he would go around to different companies and just wait for the summer and equipment. Sometimes personnel would come up for short courses and that kind of thing. So we've had a good relationship in more recent years.

DM: Was there any reimbursement from the state or through Smith-Hughes to businesses or industry to teach classes or did they just view it as good business?

MST: They viewed it as good business. In some cases where you had an adjunct teacher that would come in and teach certain courses, like at night or something like that, they got paid for that. But, for the regular day school program they just did as a matter of good business.

DM: This is going to be changing the subject, but, you just mentioned day schools and before you said that a lot of the classes were taught at night. About when did the day classes become a regular part of high schools?

MST: Yes, along with our developing the day school program, we also began to develop evening extension courses. I suppose at one time we had a very extensive program going on in Jacksonville where we had people in a broad area of occupational areas coming in for supplemental training to improve themselves one or two nights a week. That kind of spread around to places like Orlando, Miami, Tampa, St. Petersburg. They carried on a pretty elaborate evening extension program for years.

DM: My research has shown that, really, trades and industries started mostly at night and part-time. But, what I was interested in was when the schools started teaching trade and industries education during the day time. That is, as a regular part of the curriculum? Like agricultural education, almost from the beginning was being taught in the day and then later in the 1920s, they started teaching adult continuing education classes and things of that sort. Which is just the opposite of industrial education and I was just wondering if you recall when industrial education went to day classes? In addition to the night classes?

MST: It was really around about the same time we were developing . . . both programs developed about the same time and they began developing in the early 1940s and we made progress on up through the 1940s and into the 1950s.

DM: So, maybe the wartime production may have thrown more money in and got more people interested.

MST: War production brought the facilities in for us.

DM: That would then really be very important in industrial education.

MST: Very important.

RGS: You can't do anything if you don't have the equipment.

MST: In the late 1940s and early 1950s, the concept of the comprehensive high school came out and was a thing that helped in the promotion of vocational education in the black schools and helped us overcome this attitudinal problem about a lot of folks in the black community giving preference to academic training and that kind of thing. Conners spoke and we began to move off with some ideas and we soon developed in the state a number of, what we considered very effective, comprehensive type high schools, where one school gave both the college preparatory and academic training, and others had terminal courses for vocations and they all had very viable programs. Among these was the one in St. Petersburg, which is one of the most interesting spots that we can look back on with a great deal of confident pride in having had a hand in it.

RGS: What was the name of that school?

MST: Gibbs High School in St. Petersburg, Florida. The school itself was named after the Gibbs that got to be superintendent of schools for Florida for a while during the Reconstruction period.

RGS: Gibbs was a white man?

MST: No, he was black. During the Reconstruction period he was Superintendent of Public Instruction for awhile.

RGS: Oh, I see.

MST: And for a little while, he was Secretary of State.

RGS: For the state of Florida?

MST: Yes.

RGS: So, that was an old school?

MST: Old school, and what happened is when they made the school, it was named for Gibbs. It was an old school but it was used for elementary work and developed this high school and he named it Gibbs, after this fellow, in more recent years. And old man Perkins did a very crucial job of developing it into a very fine school, just by sheer grit and tenacity, that's the thing, and devotion to the program in the community.

RGS: Now, when it became a high school, was it an all black or an all white school?

MST: An all black school. Back in those days most of those secondary schools terminated at the 10th grade level. Those students who wanted college training had to go elsewhere to finish 11th and 12th grade. In those days schools like A & M also operated a high school department because a lot of folks came to college not having finished high school and they would put them in it to finish. I went to school and graduated from 10th grade at Howard Academy in Ocala, my home town. That's as far as the school went then, but they had been trying for years to get 11th and 12th added.

RGS: So, then you left and where did you go to finish your high school education? To Hampton?

MST: Hampton. At Hampton they would take you in as a non-high school graduate and put you into trade school. You went to class and took academic work at night until you finished high school and then you went to college. And the year I went to Hampton, they decided to put the 11th and 12th grades on at Howard Academy. I came back to Ocala then and finished 12th grade and went back to Hampton. Then I went back to college. So many of the people that finished at these smaller places had to come to A & M or somewhere else and spend a couple of years in high school before they went on to college. When it was decided to make Gibbs a senior high school, MST: they brought in a fellow by the name of, I don't know, I can't recall it right now.

A well-educated man, he was as well-qualified as anyone we had had in the public school system, from the superintendent on down, at that time. He had gotten his master's degree and worked beyond that at the University of Wisconsin. He began to put a lot of emphasis on teacher preparation, professional training, began to press for equalization of salaries and that didn't strike with harmony among the power structure so they just cut him off.

Perkins was moved up then as principal. He was a good old, down-to-earth, practical fellow. He moved back up to the university over the summer and got his degree and went back and began to realize that the school needed something besides an academic program. He was one of those that didn't know how to take "no" for an answer. I went through there a couple of times when he was getting started and he said, "Thomas, I know a lot of these boys and girls are not going to college. What good is it going to do me to try and put them all through this academic program?" When they moved the school out to the elementary school site, way out on the edge of the palmetto patch .... back in those days, the public school system didn't provide busing for blacks, but they provided it for whites, and those students had a long way to walk from the Methodist town section of St. Pete out to where the school was. Perkins then got this black community together, forming committees, and he bought two school buses, and hauled those kids. They raised all the money. Then, after he got those buses paid for he said, "I want a gymnasium." They didn't give him one and he raised the money and built a gymnasium. And then he said to me, "Thomas, I'm not going to let all these kids who are not going to college go wanting. I'm going to put some kind of work in there where they can get some training." And he raised money and started building a shop building out behind the regular school. By having that big gymnasium down there, which served as a gymnasium, a library, and an auditorium for school assemblies, the teachers of Florida then decided to have their state meeting down there that year. That must have been around 1945 or 1946, somewhere in there. I talked with him and I said, "You know what I'm going to do? I'm going to invite Mr. Dolley, our state director, down to see what you're trying to do here. You get your little story together and when he comes in, you make it appealing to him and let him know what you're doing out here. You know how to do that better than I do." So sure enough, that particular year, the white teachers met in Tampa for their annual meeting and the black teachers met in St. Petersburg. I persuaded Mr. Dolley to come over and at least spend a few hours with us in one session. So sure enough he came over. Mr. Perkins cornered him and took him around the side of the building and showed him this little building that he was putting up. It was about twice the size of a double carport. So, Dolley looked at it and he (Perkins) said, "Now, Mr. Dolley, I know that all these boys are not going to college. I want them to go out of this school having some skills to make themselves a living. Now, MST: I'm doing all this myself. The school board hasn't given me anything. No money for those buses you see over there. No money for this auditorium. And no money for this." Dolley looked at him and said, "Why don't you make it a little larger?" He said, "That's as large as I can make it. I'm straining to do this." Dolley said, "Well, go on and make it twice that large. You ought to make it ten times that large." Perkins said, "I don't know how I'm going to do it." Dolley said, "If you do it and let me know when you are finished, I'll fill it up with equipment for you." So, Perkins listened and after it was all over, he called me and said, "You reckon Dolley means all that?" I said, "Yes, he means it. Yes sir." So, we began the planning then and, what Perkins didn't know but I knew, was that Dolley with all this money had been buying this war training equipment and had a big warehouse full of it in Jacksonville. He had bought it thinking that he could use it. And the time was coming when he had to put it to use. So sure enough, when the building was finished, Perkins called me and I got Mr. Dolley, and I remember the day he sent ten big truckloads of equipment to St. Petersburg and put it in that place. That was the beginning of a good comprehensive program at Gibbs High School.

RGS: Now, as I listen to you describe the things that were happening in trade and industrial education, it sounded like it was mostly for males. Was there any time, in your recollection, when women and girls got a chance to participate in vocational training in those areas?

MST: Up until the war training program, we followed the traditional pattern of having certain occupations, like the beauty culture open for women, and tailoring, dry cleaning and laundrying, and others open for men. During the war years, when there was a great need for manpower, women began to don those coveralls and blue denims, come in and enroll in welding, electricity, machine shop operations, and practically every occupation we offered.

RGS: The world was never the same after that.

MST: It never was the same afterward. I tease my wife sometimes, I tell her I predicted then that you never would get those women out of those blue denim jeans and those pants when they started wearing them during the war for training.

RGS: I remember visiting some auto plants in Detroit as a part of some visitations in my university work and I was amazed to see ladies there with those denims on, because my stereotype was that that was man's work. Apparently, those ladies got started in the war like that. But, in the early programs you say that there were programs in cosmetology, in dry cleaning, and that these were typical occupations that were open to both boys and girls?

MST: That's right.

RGS: What do you remember about the establishment of student organizations? Were there student organizations in trade and industries?

MST: Yes. I have some notes on that. I have some fond memories of our efforts to help form several student organizations among the vocational training programs around the state. They were patterned after New Farmers of America, an organization in the agricultural program which had long preceded us with their viable student organization. We set out in the late 1940s to organize a state conference of trade and industrial clubs. The annual meetings were held on the FAMU campus, with a full agenda of inspirational and competitive activities. Students received rich experiences in parliamentary procedures, public speaking, and written and skilled testing in their respective areas of technology. Among the activities which attracted wide attention was the Plymouth Troubleshooting Contest. The Plymouth Company would plan identical malfunctions in its new model cars for each competing school team. The team correcting the malfunction first was declared the winner. This meant an opportunity to compete in the national contest. FAMU was first in sponsoring this contest in Florida. The T & I clubs were later reorganized and became a part of the Vocational Industrial Clubs of America, which we called VICA.

RGS: Are those still going on?

MST: I don't think so.

RGS: So, those programs got started in the 1940s?

MST: In the 1940s, yes.

RGS: And they were modeled after FFA?

MST: That is right.

RGS: Well, what happened over time in those youth organizations? Do you have any recollections about that?

MST: When it became part of VICA I lost sight of it. I don't know what the status is right now. Maybe I'll check that out sometime.

RGS: And what was VICA again?

MST: Vocational Industrial Clubs of America.

RGS: In many of the comments you've made, one of the real challenges was to get facilities and equipment. And, one source of funding was the local community, another source was the Smith-Hughes Act. Were there other sources of funding that could be brought in to be combined with and utilized with Smith-Hughes money and local money?

MST: Smith-Hughes money mainly we used for reimbursement on salaries. Local money had to go for capital outlay and equipment. The federal money we got came in from the war training program and other sources. That was always the big hurdle in getting a program started because a local school board just didn't want to turn lose enough money to get a program set up.

RGS: When did war production money stop flowing?

MST: About 1946 or 1947.

RGS: Did the federal government create a new program then?

MST: No, not for that. They made some check to inventory everything and make sure it was being used right and kind of wrote it off the books, I understand. We still have on the campus now many of the pieces we got for war production.

RGS: It seems to me that I recall Dave Erwin talking about being involved in some of that inventory. Do you remember that story?

MST: Yes, that was a job. And you would have a federal auditor that would walk in at a time when you would least expect it. You'd be doing something else and you'd have to satisfy him.

RGS: You never can fully satisfy an auditor, either. You mentioned some of the historical developments over at Bethune-Cookman. Bethune-Cookman was a private school. What was the relationship between public and private vocational education? I think in the Bethune-Cookman case you would have to say it was a cooperative relationship. Were there other private vocational schools that you knew of back in those days?

MST: Yes, there were several. In those days I would say it was both cooperative and competitive, depending upon the nature of the training in the area. Private vocation education existed for awhile in many areas without competition from the public sector. As I reflect back on it, public vocational education geared its offerings more to the adolescent in the school while the private school catered more to the adult, out-of-school group. That was just about the general pattern of it in our area.

RGS: Well, that is interesting that it was the younger people that were served by public vocational education and the adults were served by the private vocational education sector. You were in the vocational education for a long time. As you think back on it, what were some of the continuing concerns and issues with which you had to deal? Can you recall some of those things that you worried about a lot and had to deal with?

MST: We were always concerned about keeping teachers qualified and up to standard. Technically and educationally, we were concerned about getting a fair percentage of our graduates placed and about new

MST: opportunities, new things we needed to go into, where we had more people involved. We had a broad area of concerns that, I know, kept us concerned all the time. A broad area of them.

RGS: Was that the segregation issue?

MST: Not so much at that time. Later it probably became of some concern. We often look back at that thing sometimes as individuals and those of us who were involved in it from day-to-day kind of accepted it and made the best of it as we went along. We still have a lot of reservations about what we are doing even since desegregation and I'm just going to watch that situation a little longer before I comment on that.

RGS: You mentioned that one of the continuing concerns was the placement of graduates. Did the vocational educators take an active part in trying to find jobs for their students, or was the student pretty much left on his own to find a job?

MST: The student was pretty much left on his own, particularly in some areas. In some occupational fields getting something to do wasn't necessarily a problem. In others in which we were trying to pioneer into, it did become a problem. It still is a problem.

RGS: Now, if we look at vocational agriculture, that was out in the rural areas. What would you say the distribution was for the trade and industrial? Was that primarily in the bigger cities, or did that get out into the rural areas, also?

MST: That was primarily in the big cities. In the intermediate-size communities we had some programs going on. It wasn't quite the unit-type of vocational training, where you had separate shops for this and that, but we had a program that would allow a school to operate or establish some kind of a general shop. Maybe one taught several related occupations, and got a teacher qualified to do so, and that way you could have a kind of spread, in terms of meeting needs there.

RGS: Now, if some of the youths got trained in these smaller communities, did they have to move away to get a job, or could they get a job right there?

MST: Most of them had to go away to get a job. We learned to interpret the local job opportunities that we were training for, in a little wider circle, I guess to justify what we were doing. See, we'd think nothing now if a fellow was a good carpenter, if he works in Quincy or Monticello every day on a project, that's local. Most of the time you'd think it had to be right in the heart of the town. So transportation, communication isn't like it used to be and we can give them a little more leeway in terms of placement.

RGS: Dave, do you have any more questions for today, because we've reached the part on governance?

DM: Just one. It seems like agricultural education and industrial arts education are similar in that really the key, or the foundation, is that teacher who is out there in the schools. I just wondered if you'd like to comment on some of the things that happened at FAMU to provide industrial arts educators to the local communities? Was there any effective on-going program? And, would you like to say something about the program at FAMU and what that meant to the communities?

MST: There's always a need to keep a community fully apprised of what you are trying to do, attempting to do. And we have tried to do some of that at FAMU, particularly over the years in agriculture more so than industry because we have on record where we have brought in a number of local people and have gone into those local communities with conferences and workshops, built around their needs and problems. We still have that as a part of our program under rural development here in FAMU. We haven't done as much of that as we might in industry, and maybe we need to move more, do a little bit more of that.

DM: Would you say that generally the university was successful in providing a large number of educators in vocational fields, to further vocational education in the black schools?

MST: Yes.

DM: I have a couple of administrative-type questions, partially for the secretaries and partially for later historians. First, do you recall what Mr. Perkin's from St. Petersburg first name was?

MST: Give me a minute. G. W.

DM: G. W. Perkins. Okay. You mentioned earlier, I think, when we were still on the first side of the tape, about a man who was in St. Augustine and set up an industrial program there and then moved to Jacksonville. Do you remember what his name was?

MST: He didn't move to Jacksonville. He came to A & M. William Grey. He went down there . . . I met him in Jacksonville. That's where I got to know him, but he set this program up down there and then when President Lee passed away, he was the right fellow on the spot and moved right up into Tallahassee.

RGS: I have another question related to providing teachers for vocational education. Today when they look for teachers to teach electricians, or whatever, they try to find a skilled tradesman and then make him into an educator. Was that the way you did it back in those days, or did you take someone and train them to do everything before you put him in the classroom?

MST: A & M did it one way and Florida State did it another way. It is interesting, we watched it develop over the years . . . in a lot of

MST: those occupations we didn't and couldn't always find the black with the rich industrial experience. We brought them in then, gave him the training on the campus and pre-apprenticeship training and required him to go out and work at least two years before we would certify him to teach. So, most of our teachers then looked a little better on paper academically than the average white. But, the average white vocational instructor was much more experienced vocationally and because, at that time, they would go out and get key, good men off the job who had been there for years, and knew all the tricks of the trade. They'd bring him in sometime, they'd give him some kind of a mere shot in the arm of teacher-training and let him start teaching. On the other hand, we got these other fellows, pulled them in, and gave them all the teacher-training background and all. But, they had little, limited experience. That was the big difference between the teachers we turned out from the two schools.

RGS: Did that pattern change at all as you came closer to retirement?

MST: Yes. It's changing now. It's changing more and more because opportunities for employment are greater.

RGS: Well, at this point, I think we will stop for today and then we'll have a chance to visit with you again and talk about how vocational education was governed.

RGS: Let's move on now to talk about how vocational education has been governed in Florida over the years as you experienced it. As you see it, what factors determined the way vocational education was administered and operated?

MST: As I look back, I can see very vividly that federal funding, through a series of national vocational education laws, was the key factor in stimulating the growth and development of vocational education in Florida, as in most of the states. These laws set forth certain administrative policies and guidelines which impacted on the administration and operation of the programs at the state and local levels.

RGS: Okay, could you elaborate on some factors at the state and local levels as far as the way that vocational education was administered?

MST: Yes. The selection of students and the amount of time they spent in their courses, the number of hours per day and per week, the types of equipment, the qualifications of the teachers, the organization of instruction materials are all key factors that really had to be kind of spelled out in a state plan and adhered to in order to fulfill the requirements for federal subsidy to the program.

RGS: So, it was the federal legislation that provided the impetus for the states to do something to receive those funds.

MST: That's right.

RGS: All right. Now, did the states do anything beyond simply comply? Did they show any kind of initiative and leadership beyond compliance in order to get the money?

MST: In some cases, the state went a little beyond the federal regulations, but in that day and time I think a big objective was to fulfill the state requirements. As they were spelled out, I think we had several pieces of legislation; Smith-Hughes, George-Barden, and others. Supporting that was a really ... I remember, a publication, "A Statement of Policies," it really spelled every detail that you had to go by.

RGS: And so, these state regulations were written to be in compliance with the federal guide.

MST: That's right. And, they had to be embodied into a state plan. I think the practice then was to submit a five-year plan to the U. S. Office of Education for approval and then you had to carry that plan out as it was written.

RGS: Were there any factors operating at the national level which had an impact on the way Florida's vocational education program was administered?

MST: Yes, preparing for national defense. I think, it started around 1939 through the first one or two years in the 1940s, and that had both a direct and indirect impact on vocational training in Florida. Florida became kind of a "defense state", as I recall. A big military unit was put up there at Starke, Florida, known as Camp Blanding. There was a naval air station at Jacksonville. There was Drew and MacDill air bases in Tampa, Eglin Air Field out in west Florida near Pensacola, and many small military facilities around the state. We were very much defense conscious in Florida and that had its impact upon gearing our programs to some of the direct and indirect defense needs and all, both in the vocational program and throughout the schools.

RGS: Why do you suppose that they set up the military bases in Florida? Was it primarily the climate?

MST: Partly climate and its other natural and geographical assets, its miles and miles of coastline, I guess, and the climate, and the location, too, on the fringe of the tropical areas below us, and that kind of thing, I think, made it a pretty good set up for a lot of naval and air activities.

RGS: Yes, that's right. We do have several air bases from that.

DM: Do you recall any specific things, let's say at FAMU, or, for example, at the high school levels, something like National Defense Act or a National Defense War Production Act made?

MST: Yes, we initiated our War Production Training Program at that time. We didn't have enough facilities to house, like we wanted to offer and we had to put on an emergency drive to set up a temporary facility and we offered welding, machine shop, sheet and metalship, carpentering, foundering, electricity, and several other war-related training programs. We turned out a number of people who went into war industries to work.

DM: You said they were working on a 24-hour basis, weren't they?

MST: Yes. One time we had our welding shop, it ran on a 24-hour basis for a long time. We ran sheet metal and the machine shop and electricity on two shifts, two eight-hour shifts for a long time. But, welding ran around the clock for months.

DM: Do you recall if any other places in Florida had similar experiences? Maybe Jacksonville or University of Florida?

MST: Jacksonville moved a little slower in providing training opportunities for blacks. At that time there were segregated schools. To fill the need of the people in Duval County who wanted to go into War Production Training, President William Grey of the Florida Memorial in St. Augustine, thirty miles away, got permission to engineer and initiate a program over there. He got facilities through the State Department and ran busses from Jacksonville every afternoon over to St. Augustine and ran his program over there, starting around 6:00 or 6:30 in the evening and he'd have the people back in Jacksonville about midnight.

RGS: We've talked about how vocational education has been governed and about the influence of federal legislation and we talked about the impact of the war effort on creating military bases here and War Production Training centers. Let's think for a minute about factors at the state and local level which affected the way that vocational education was governed. For example, because Florida had a segregated school system, that affected the way that vocational education was administered at the local level. Are there other things besides the segregated school system that affected the way it was organized and administered?

MST: I think that was the major one. As I reflect back on the times, it appears that in those days that a few strong personalities of leadership roles at the state level made the difference and they pushed pretty hard and got a lot of things going. And then, as I look back, I can see a shifting in the administrative role, where the local communities probably wanted to come in and share more in the decision-making, determine what's going on. So, I think as it ended up, we have kind of a balance between local, state, and federal control. In the earlier days, I think the administrative role was a strong role for the people at the state level.

RGS: All right. Now, over time, you have described changes that took place as a result of the war effort and so on. Let's talk about

RGS: other kinds of changes. What specific changes were attributable to state legislation? The federal legislation was such that it provided incentive funds. Was there any kind of state legislation over the years that went beyond what could be provided through matching funds from the federal government?

MST: Florida experienced a basic change in its legislation for public education in the early years. It must have been around the late 1930s or early 1940s when they established the Minimum Foundation Program and that set some minimum standards that they had to measure up to for all the schools. I can easily recall when, in many counties, black schools would operate only seven or eight months out of the year while the white schools operated the full nine months. Of course, that affected the accreditation of the schools. I can recall in my own hometown of Ocala, when there was enough interest among the black citizens to raise enough money locally to run schools that extra month so that we could be qualified to go away to college when we finished. On the other hand, many of our colleges, including Florida A & M at that time, operated secondary school programs because so many people had to leave to come to college and were not high school graduates. They came and finished high school and then went on to college.

RGS: Well, you said that the Minimum Foundation Program came in sometimes in the late 1930s or 1940s. What was the reason for that? Was it to upgrade all the educational standards or some of the educational standards?

MST: Yes, to upgrade all the educational standards.

RGS: So, did that mean that a segregated black school should have a full nine months of school?

MST: That's right. Since then, we've had full nine month schools, all the black schools.

RGS: Was an attempt made to keep the schools separate, but equal?

MST: That's right.

RGS: Although the funding probably never really matched the level of...

MST: The funding and the salary wasn't matched at that time. It was years later before the salaries of teachers were matched. But, the school years were the same.

RGS: That would be an interesting aspect to follow up on regarding the motivation for the Minimum Foundation Program. I'm going to move on now to an issue that we talked about a little earlier and that is the local versus state control of vocational education. Do you recall any debate or discussion, back over time, when the issue of local versus state control was discussed?

MST: Yes, I recall a number of cases. Under the Smith-Hughes Act, we were required to have advisory groups. This is one of those "Statement of Policy" things that came out, and for a long, long time we operated some of our programs in the black schools without the benefit of the advisory group, and we felt that we needed to improve and involve more people in that. One or two places were able to get up some advisory groups to come in and work with us on our programs, local people who were employed, employers and workers. We were probably able to make some improvements and get more of the community interested in that way. I think this was particularly the case in the Miami area where we were trying to get some things started down there. Local personnel, administrators sometimes, wanted the assurance that there would be some job opportunities for these people once they were trained, and unless that could be assured then, they were were slow about giving their approval to start training and in other than what we call the traditional jobs which blacks were employed in, which were very few at that time. Of course, there was cooking and baking, barbering and beauty culture, dry cleaning and laundrying and pressing. You could get those going very easily because the job opportunities were right there. Now, when you entered into building trades, electricity and plumbing and those kinds of things, it was much more difficult to get them put into the public school system.

DM: Did the local administrators expect the state to find jobs for the people?

MST: No, the state was not expected to find the jobs. It was hoped that they would find some jobs and they were supposed to find them in the local area because the program was supposed to be geared to local needs. In some cases we kind of broadened our definition of the local area, and it may not always exactly mean right in Tallahassee or Jacksonville but in the general area, you see. We were able to get some things done under that assumption.

DM: Let me ask you a question sort of along this line. Back during the Depression there was an organization of something called the Hotel Men's Association and they were very active throughout the state in getting programs established. They got teachers and classrooms lined up, and then they also were active in placing the students after they graduated from the program. Are you aware of any other organizations that were active like that?

MST: Offhand, I can't recall right now. We did get considerable interest in the community in trying to help place graduates.

DM: They may have just been a fluke of history or something. That's one thing I'm going to try to be identifying in later interviews, people or groups of people who are key actors and who take the initiative and are very important in getting programs started and at the local and state level, also, on expanding the programs, like you did expanding the trade and industrial program at FAMU.

RGS: You were just making a statement.

DM: Yes, I was just making a statement.

RGS: Well, we've been talking about the governance of education. Let's talk a minute about reforms, especially reforms initiated by people at the local level. Can you recall any specific reforms initiated by local supervisors of trade and industrial education? Did they try to do things differently over the years?

MST: Oh, I suppose the best case I might point to on that score, and be imbued with a great deal of pride, was the initiative exercise by the Principal, E. W. Perkins, at the Gibbs High School in St. Petersburg. He exercised a lot of ingenuity and schemes and techniques of getting the community involved in helping him develop the Gibbs High School on a comprehensive basis, where some students who weren't going to college would leave there with some skills and all. He developed community-wide interest in that and even to the extent of building the facilities himself, without necessarily any money from the county, as such, only their approval, I guess, and sanction. He went ahead and obligated himself. I was talking with his two daughters, who survived him and are living in retirement in St. Petersburg. They said, "Sometimes daddy would commit himself to something at that school and if he didn't raise enough money, he'd have to call on us to help with our little checks (they were teaching school there, too) to meet his obligation with things he had done, so he could tell some interesting stories." I think he went far beyond the normal call of duty to get that program started. I think those of us who followed it can take a great deal of pride in the fact that now this big vocational-technical center is right across the street from where his place was. So, there's something significant about that to us.

RGS: And the gentleman's name was Perkins?

MST: Perkins

RGS: Now, over the years were there any reforms or changes that were initiated by college-level teachers of trade and industrial education?

MST: Yes, we did the same thing at A & M. We had to get the program started and get people trained and teachers. We structured the vocational program at A & M so it would lead to a college degree and lead to a vocational certificate. We got Smith-Hughes money to pay part of the teachers' salaries and buy material. We could justify it on the basis that it was a vocational program and didn't lead to a college degree because, on the other hand, the students that were here met college entrance requirements and the English and history and mathematics that was taught to them by college teachers was credited towards their college degree later on. The program and shop courses they took was evaluated in terms of their experience and all, to go into their college degree. So, in the

MST: end they got credit for it, but in the beginning, they worked toward a vocational certificate. After two years they got that. Then they came over again and went to the upper level of the program.

DM: Excuse me, were these courses offered in all of the areas in all of the courses at FAMU, or were there three of four or five areas that were specific? For example, could someone come in at FAMU and take maybe a general course in industrial arts or did he take a specific course in welding or plumbing or something like that?

MST: We had specific courses. During the war time we probably had specific courses, they took just welding, but normally, welding would have been a part of the machine shop course. Printing was a complete two-year course but, at that time a person would come and just take linotype operation. We offered about fifteen or eighteen courses.

DM: There was a broad selection of courses? When did this start?

MST: This started in the early 1930s. The school did that before the vocational people came into it, you see, because they did that to fulfill the land grant requirement as a land grant school. This was their mechanic arts fulfillment. Instead of the engineering part of it, they took the mechanical trades.

DM: Do they still have the same program in effect for someone coming in for two years to get their certificate?

MST: Yes. It's classified under Science and Technology.

DM: That's been in effect for a long time.

MST: Yes. It's come under several different names, for one reason or another. I think I related, did I relate before, if not, I might want to do it ... in the early 1940s, there was a group of blacks that applied to the University of Florida for admission and I think one of them wanted engineering, one wanted law, one or two wanted pharmacy, one or two wanted some graduate agriculture and they were turned down. Shortly, after they were turned down, then the ultimatum came to A & M to offer these at A & M. So that's why A & M ended up with its law school and with a school of pharmacy, which is now, I think, a College of Pharmacy, and we gave our first doctorate degree in that at the end of last year up there. The law school, we lost that, and I'll have to get some of you folks to tell me why and how. I think I know, but I don't know. But, we lost the law school, kept the pharmacy and made a good program out of that, a very good program. It is one of the best schools of pharmacy among the black schools that we have and that includes one in Howard, one in New Orleans and one or two more around the country, but we rank right up there in the school of pharmacy.

DM: Jumping back a little now, could you tell me a little bit about the industrial arts teacher-training program at FAMU? Did they have one?

MST: They have one now, yes.

DM: Can you tell me a little bit about it, like the course of study, if you had practice teaching type situations, and just whatever you can recall about that?

MST: They have a full program of industrial arts education, I think, well organized and well established. They do require teachers to go out and serve an internship, I think, of one semester and they have a series of industrial-oriented courses, shop courses and all, plus their professional courses in teacher training. They have a big challenge to them now. Last year, home economics was moved from A & M to Florida State. Two or three of our best, very qualified teachers with training at the doctoral level who used to be at A & M are now at Florida State. I predict that if you give them a few more years over there that Florida State will have one of the best home economics teacher-training programs in this section of the country. They were good to start with, and now they're working close together. By the same token, I think they decided that they would take industrial arts away from Florida State and give it to A & M.

RGS: That's correct, yes.

MST: I'm afraid that they're going to sit right down there and move so slow until somebody's going to lose faith in them. All the equipment now is piled up in the corner of the shop up there, and I blame the administration for this, not the teachers. And, I think they've got a fine group of people that came over from Florida State. How many of them are going to stay with us, I don't know. But, if you get moving on something, it will stay. We ought to have one of the best industrial arts programs in this section of the country, too. We've got so much in Florida, industry-wide, to tie in with it. I don't mean confine it to a little woodworking, or anything like that. We've got some good personnel that are trained in all phases of the industrial arts movement and all of its relationships toward education. They know what they are doing with it, they need someone to move it to the administrative level and get the facilities there for them.

DM: Well, if I buy you a whip will you go back and crack it over their heads?

MST: I sure will. Heck, I'm going to do it anyway. I've got the time all fixed for that because I'd like to kind of rib some of them, in a way.

RGS: You've described different places in the state where vocational education was really busy and active. I think you described that

RGS: some of that was over in Jacksonville, you described where some of that was in Daytona Beach, the Bethune-Cookman School, and you described activity in St. Petersburg. I'm not sure whether you mentioned if there was a lot of similar activity in the development of programs down in Dade County. Was there a lot of activity there in terms of getting things going as they did at the Gibbs High School, for instance?

MST: Yes, they probably pushed a little different, but they finally got off to a good start in Miami and developed a good program out at what used to be the old Dorsey High School in Liberty City. We got a lot of interest from the community, Urban League, and other agencies. So, they finally converted the Dorsey High School to a comprehensive type high school, under the principalship of a fellow named Dobbs. He's passed away now. From that they built a new vocational high school and Sam Cowen was the principal then. He did a very excellent job, that's still in operation today. Even with an integrated program, there hasn't been too many whites to go out in that section and go to school, but they maintain that as the comprehensive high school.

RGS: What are the factors that seems to account or explain why, in these different parts of the state, you saw a lot of growth and progress in vocational education? What were the factors that seemed to cause that to happen?

MST: In most cases local interest. In many cases it's the interest and initiative of a few people that got started in that thing and began to see the need for it. They moved right ahead and got some things going. And, they would get probably an encouraging ear from downtown, as they used the term, and in some cases, some resources. In places like Miami, again, like it was in Tampa, the local white directors took a keen interest in the programs at the black schools and they did a lot to help advance the cause. I have to take my hat off to Erwin over in Tampa. He pushed the black schools very hard. He got a whole lot done.

RGS: So, individual leadership was really an important factor.

DM: Can you recall any of the people besides Dave Erwin who were movers and shakers behind this program? The reason I ask is, we don't want to forget anybody when we are doing this thing.

MST: Two of the people I have to take my hat off to, bless their hearts, they've gone on now, were two ladies and you'd be surprised, they made good, vital, dynamic vocational leaders. That was Mrs. Evelyn Csikos in Tallahassee and Mrs. Mary Karl over in Daytona.

RGS: Well, tell us a little bit about these ladies.

MST: Mrs. Csikos, bless her heart, used to get on the telephone and do more work than you and I could do running around on our feet downtown. I've seen her just call people - politician isn't the

MST: name I want to use, but she just knew who to call, and how to call, to get things moving. She could sell herself and her program to anybody - business, political, or school people.

DM: What was her position?

MST: She was director of the Lively School.

DM: And when was she active? Just roughly.

MST: She was active up until she passed away. Mrs. Csikos has been dead six or seven years now. Let's see, did she pass away before or after they built the new school, the new center out here? If it was afterwards, she wasn't out there long, but she was very active. She was Miss Vocational Education in Tallahassee.

RGS: And now, that was of an integrated or segregated facility?

MST: Segregated. She ran Lively School for whites and, of course, she put the unit in Lincoln High School for blacks, in old Lincoln High School over there.

RGS: Was she a white lady?

MST: Yes.

RGS: She was a white lady.

MST: She was director. One time she started out just, I think, in terms of her business training, running the business school, but she moved up administration-wise to be the key person. She ran the vocational school when they expanded and she became County Director of Vocational Programs.

RGS: So, she must have been active, what, during the ...?

MST: The war years and all.

RGS: Okay, the 1940s, 1950s and 1960s.

MST: That is right.

RGS: And who was the other lady?

MST: Mary Karl.

RGS: Now, was she a black lady, or a white lady? Was she a local director, too?

MST: A white lady. Local director, got to be local director. She came up through the mill as a teacher and became local director.

RGS: I suppose they were home economics teachers back in those days?

MST: I believe her background was business, too, I'm not quite sure. They got into the key administrative slot and they were long remembered for what they were able to do.

DM: And when was Mrs. Karl active?

MST: About the same time Mrs. Karl expected to ... she's been passed away now about six or seven years, too.

DM: Well, that must have been quite a loss for both of them retired at the same time.

RGS: Can you recall whether they tried influencing vocational education on behalf of women?

MST: Yes.

RGS: See, I'm sort of assuming that back in those days that vocational education was for boys and men, and now all of a sudden you're telling us there were two very important leaders who were ladies.

MST: She started out as a teacher. Her area of expertise in the field, I think, was in the business courses. Tallahassee was pretty much business oriented then. I use the term "business" as most clerical and secretarial work. That was the initial beginning, you see, in heading that up. Most of her offerings, over at Lively at the time, were of that nature, and then they began to expand out during the war effort.

RGS: Let's move on and look at the training programs for trade and industrial education. In vocational education today they usually take a skilled tradesman and make him an educator. What did they do in trade and industrial? Did they take a skilled tradesman and make him into an educator? Or did they make him an educator and a skilled tradesman all at the same time in the teacher-training?

MST: The teacher-training process upon which we followed at A & M was a little different than what they followed at FSU. I think it's still that way. At that time we didn't have a lot of blacks with the extended trade experience in certain occupations, who were qualified educationally to come in and teach. We set up our apprenticeship training programs at A & M and gave them their apprenticeship training and their academic training. Then, we required them to go out and get a minimum of two years experience on the job before we qualified them to teach. By comparison, I think our graduates might have looked a little better on paper, academically, than most of the white teachers, mostly all of them or most of them, because they'd been through and gotten their degrees. Experience-wise the white teachers, in most cases, far exceeded the blacks on paper in terms of their experience. As an electrician, or as an auto mechanic instructor, the whites might

MST: have been twenty-five or thirty years down in the Ford plant here, Ford's shop here, you see. And, he might not have had anything but a high school diploma, but he had long experience. He knew everything about the car. On the other hand, our man had probably gone up through college and knew a lot of the teaching approaches and techniques and organizing, and he might have been just a little off on some of the new things about the car without the limited experience. I think we were able to overcome most of that in most of the areas in recent years. But, that is the way it was when we started out.

DM: I know in the early years there were a lot of evening classes that were taught in trades and industries and it seems like in the very beginning that the University of Florida sent somebody to Jacksonville to help in teacher education programs there. Did FAMU have an itinerant teacher-training program or did they send maybe you, or people like you, out around the state?

MST: Yes, Jacksonville was one of the first places I landed to start evening programs. There were a number of skilled, or semi-skilled, mechanics in the Jacksonville area in the building trades and in the most of the service industries, who needed that upgrading and improving. So, we would first go down and survey it and find out what was needed. Then, we would select a group of potential teachers, some people who were kind of regarded as leaders in the field and who knew their work pretty well. Then we brought them in and ran a little short teacher-training course and then we'd organize the evening classes.

DM: So, you really did more than just train them. You also went in and helped organize programs. I think Jacksonville in the 1920's had a local supervisor for trades and industries education. I assume you went in and helped him set up his program.

MST: That's right.

DM: Where did you go besides Jacksonville?

MST: I recall very well, Orlando, Pensacola, (they had a good program), St. Petersburg, Tampa, Miami, and here in Tallahassee, over at the Lincoln High School. At that time, we considered ourselves obligated to help three basic groups with our vocational program: the youth in school who needed to get preparatory training to enter a skilled occupation when he finished, and that was the part-time person. We didn't have a lot of those among the black schools, who wanted to, or needed to spend a part of the day on the job, and part-time back in school working, trying to fulfill his graduation requirements. Then, we felt the need to upgrade the adult, who had left the full time day school, and was out working who needed to upgrade himself in the occupation he was following. Sometimes it meant more money or job security and sometimes he needed to probably go in and study for something a little different. So, we

MST: put a lot of emphasis on the evening school program. I think we can look at pretty good results accomplished in that.

DM: I bet you put a lot of miles on your cars, too.

MST: Yes, that's right.

RGS: The Division of Vocational Education is of fairly recent origin and one of the reasons it was created was to coordinate the many different delivery systems. For example, vocational education is delivered by high schools, community colleges, and vocational centers. The reason the division was created was to coordinate that. How was vocational education coordinated at the state level before the division was created?

MST: As I recall, there were several supervisors at different branches of vocational education. There was a supervisor of trade and industrial education. There was a supervisor of agricultural education. There was a supervisor of home economics education. I think as the programs expanded and their staffs increased, they became directors of those areas. I haven't kept up with the latest trend. I think now it is a division.

RGS: Well, in the past, agricultural teachers were closely tied to the Department of Agriculture. Were there similar relationships with trade and industrial educators with other state agencies or trades and industries?

MST: No. There wasn't a state agency that they probably related with very closely at that time, as I recall.

DM: So, they were just sort of left on their own to initiate their own policies. That's interesting. The reason I say that is there was a close, very close, relationship between the Department of Agriculture and vocational agriculture programs. Would you think that perhaps the lack of a relationship hindered trade and industries in their early years, that is, the educational programs?

MST: I would think so, because although agriculture got a head start, I would say in the vocational field over home economics or trade and industrial education, they owe a lot to the fact that there was a Department of Agriculture here, promoting the agricultural aspects of the state, coordinating that. There was not a similar agency for the trade and industrial group to fit in with.

DM: Let me ask another question. When Smith-Lever was introduced in 1914, one of the things that they set up were extension agents in home economics and agriculture, but, did they have extension agents in industrial arts?

MST: No.

DM: I didn't think so. So, that would be another thing, too.

MST: Yes, that's another thing.

DM: You all had it hard. You had to do everything.

RGS: Let's move on to a new set of questions. In your opinion, what needs has vocational education served over the years?

MST: I think the basic needs that were served was providing the training for in-school youth, training for the adults, employed people who needed to be upgraded and then those who were on a part-time basis who could only be in school part-time. I think those were the basic groups that they were geared to serve. They tried to gear their training to those occupations that offered some potential for employment in the immediate areas.

RGS: Now, we know that starting with Smith-Hughes and the impetus that provided for vocational education. Why do you think that vocational education has been largely a public supported program?

MST: Basically, the public can do it better and the public has got more to gain out of it. In the democratic process, the public is just as much responsible for training folks how to work as they are for training them how to teach or do anything else. I mean, it's a basic obligation in our democratic process to give folks this type of training. And, they all should at every level of the government, federal, state, and local, have a stake in it. And, I don't know of any other agency to do the job as well.

RGS: So, judging from your comments then, you still feel that publicly supported vocational education is still justifiable today?

MST: Oh, yes, in every respect. You can go further, but it's a public responsibility in our democratic process for public schools to take responsibility for training a person how to make a living.

RGS: You have described how vocational education programs started as a part of high schools. They started as a part of Florida A & M University, then all of a sudden somewhere along the way, the idea of having vocational-technical centers emerged. What was the rationale for creating the vo-tech centers?

MST: Due primarily to the advancement in science and technology and their relationship to industry, and their impact on the kind of training that was needed. I think it brought about a reshaping of the offerings, an expansion of the offerings, to include more science and mathematics in the offerings. If you take a hard look at this level of training now you begin to recognize between the basic skill courses, what we used to call vocations or trades, and what we think of now as engineering, a big broad level of technology there.

RGS: Well, why couldn't they just add it on to a high school?

MST: Some of it is beyond the high school level, at the junior college level. I'm going to admit that probably some of them, in some places, might have moved a little too fast in setting it off over there, or they might have, after setting off at the junior college level to try and coordinate and make it available to the kids in high schools. I may be a little critical on that point because I spent too much time in Tallahassee looking at four established high schools here in our vicinity, and that is not including the two that are on the campuses at FSU and FAMU, but you've got four big broad high schools and everybody is getting ready to go to the university. Big bands, big football teams, big basketball teams outdoing each other. And, Lively Tech out on the edge of town, on paper is supposed to have an arrangement where the students can go out there and be transferred.

RGS: So, as long as the school is under the control of academic people, they're not really going to try to advance vocational education. But, if you put the center out here by itself then certainly that center has to compete with the high schools, but at least the leadership is strongly committed to the vocational program.

MST: That's right. And, you don't make enough effort to get those students who might profit from that kind of training out there. That's the weakness of the way we've got it set up now as I see it. I don't think there's enough students at the high school level taking advantage of the technical program. I saw something the other day where somebody in school was proposing taking one of the high schools, I won't mention the name of which, and making it a technical high school. They've got Lively out there to do that. You better not come up with that, the taxpayers will not go along with that. But, I think they realize they've got four high schools and probably more than enough to meet the needs at the high school level of the total population.

RGS: Who were some of the persons who were active in promoting the idea of creating vo-tech centers? Do you recall?

MST: That whole idea of the vocational-technical centers after the technical education became recognized as an area we needed to go into, I think stimulated out of the State Department and at the local levels. Who is responsible, I can't specifically document. I would certainly think that R. D. Dolley and Thurmond Bailey; there are two more state supervisors but I can't recall their names right now--as well as I know them. They all had a hand in that because they were in office at the time of the transition, they were moving. Now, who specifically developed the concept of developing this system of vocational-technical centers, I don't know who it might be. I think they followed when Florida decided to go with this system of community colleges. Then, the idea of area technical schools came up and they followed pretty close the community college pattern.

RGS: Oh, the community colleges came before the vo-tech centers?

MST: Yes. In many cases, the community technical centers, area technical centers, were located near or adjacent or as part of the community college. And, an interesting thing is, in most cases, they worked it out so that the administration of the two was always separate. Somebody thought that was in the best interests of the vocational-technical program. Mrs. Csikos was one of those, as I remember, that took a stand against the technical center being a part of Tallahassee Community College.

RGS: In general, how did people throughout the state feel about the vo-tech centers as that movement got started?

MST: I think they were conscious of it and the fact that it serves a real need, because more and more of the occupational areas in Florida ... Florida is moving to the kind of upper level technical occupations, space technology and the other more advanced technologies, and this is the kind of training a lot of them are going to need.

RGS: Well, we really have a complicated delivery system now for vocational education, for education for that matter, with the public schools, the high schools, the vo-tech centers, the community colleges, and the universities. Have there been any changes that you perceive in colleges or junior colleges in Florida toward vocational education? What do you think their attitudes have been over the years in the colleges and the junior colleges towards vocational education?

MST: I think there needs to be a broader realization on the part of a lot of people. I want to say, specifically, that training people for some of the prevailing job opportunities in technical pursuits doesn't necessarily take anything from that person in terms of his professional, social, or economic standing in the community. It isn't a class thing, it's a matter of being able to meet the job needs out there. It's no reflection on anybody because I get a little oil on my hands or a little mud under my fingernails when I work laying brick or tile or something like that. I just wish a little broader concept could prevail among all people on that aspect of vocational training, particularly my own people.

RGS: They value the academic training more than the vocational?

MST: More than the vocational training, although you know good and well sometimes your opportunities for work are limited and they just think this. I don't know whether it's the social status of it or what not, but, that's an old concept. I can see why it might have prevailed back in the years immediately after slavery, but I can't see how it needs to prevail at this time. That kind of concept, we need to overcome somehow or another.

RGS: The community college really represents an interesting kind of phenomena because one reason for creating an area center was to take it out from the competition with the academic program. You wouldn't want an academic principal making decisions about a vocational center. But now here we are with the community college where you have both the academic and the vocational under the same administration. Do you think that's working out?

MST: It can be made to work out okay. I don't know yet whether we made the right decision when we separated them. It's my personal feeling about it, I always wondered about it back in those days, when those decisions had to be made. This kind of thing was very prevalent in the minds of a lot of people.

RGS: Are the vocational programs in the community colleges more of a professional nature, like dental hygienist? Did they think drafting was more at home in an academic environment as opposed to a truck and bus mechanic and heavy machine operator and so on?

MST: I think for some reason those programs have required a little different type of recognition in our social structure, which may be beside the point. We need all of these occupations and ... how we can overcome that, I guess.

DM: I think it's slowly changing.

MST: Yes.

RGS: One of the interesting factors is that it is becoming fashionable for adults to go back to get a liberal education, people who made themselves successful in whatever occupation. Now it's fashionable to go back to a college, a university, or a junior college to work on a degree. As a matter of fact, in Great Britain, one of the reasons they created the open university was to allow people who had full time family and job responsibilities a chance to get a college degree because they missed out on it the first time. So maybe that will take place more in our country over the years. Let's move on to thinking a little bit about present policies in administrative structures for implementing vocational education. In your opinion, how adequate are the present policies and structures in Florida for implementing vocational education over the next ten or twenty years?

MST: I think that the administrative state of leadership in vocational education in Florida over the years, as it has remained responsive to the education needs of our rapidly growing state with all its many assets, is probably best reflected in our state-wide system of area vocational centers, training centers. All of these centers are conveniently located and accessible to all the people and closely tied to the surrounding businesses and industry. I think we need to always commend those who gave the leadership and all towards setting it up. What seemingly might be needed at this time is to move further with what seems a better assessment of individual

MST: abilities and potentials and better counseling and advising and getting more of our students into the right tracks at the right time and getting them out. I think with all of the more sophisticated techniques, assessing capabilities and potentials, and the like, why we're probably going to move in that direction. I think that as I know the leadership and see now they're not going to fall down on that. I think they're going to move in that direction.

RGS: Well, it's interesting that you point out that we have a better way of matching students with occupations. Could you tell how it was done years ago? How were decisions made for a student to go into this program or that program? I've heard some funny stories about ... well, sad stories...

MST: I have, too, and I guess they're probably true. It was more trial and error. You probably would get in there and give it a try and for some reason a fellow comes up one day and says, "I don't like this anymore," and you move him out into something else. But, nowadays I mean, a fellow who's all thumbs has got no business trying to be an electronic technician, this overall assessment approach is the thing we need to do. All the new techniques I'm not familiar with, but I know it has been developed and that's the way we ought to move, I think, into these new centers and don't be hesitant about checking the fellow when you find out he doesn't have what it takes to be ...

RGS: Are you familiar with that position that was created called the occupational specialist? Have you heard about the occupational specialist?

MST: I've heard about it, but I'm not familiar with all the details.

RGS: Well, apparently that was, or has been a promising direction but somehow or other, with local control being allowed to operate, some school districts choose not to hire occupational specialists because they would rather spend the money some other way. That's a mistake from what you've said. Of course, students need good guidance in order to make good choices of occupation.

MST: Your mental attitude and feeling, the ability to be able to sit still and work with things and details, I mean. Those are the kinds of things you need to help a fellow decide that, "this is what I want to do and this is best suited for me."

RGS: Well, you've indicated a change in terms of how students are assessed and placed in programs. Are there any other kinds of changes that you'd like to see made in vocational education?

MST: This might be a little on the radical side. I would put my evaluations of the teacher a little bit more on how those students he trained are producing when they go out. I just can't accept the concept of ... I might be a brilliant, smooth lecturer when I go

MST: through my series of daily lectures and a student may be listening, I don't know, and when he gets through he can't produce. After all the money and time and the big salary I'm getting now, you see, teaching. I don't know how best to do it even now, I don't know. I argue this with some of my friends in the vocational field and argued it the other day in the education field about testing students and about what is showing up on tests. I believe if you handle that teacher and that pay right and give him a reasonable number of students, he just shouldn't come up there with a big group of them failing on any kind of test if he's taught. And, I think there ought to be some thought given to tightening the whole teaching process, the whole responsibility on the teacher and getting that over.

RGS: Making sure the students really learn what they're supposed to.

MST: That's right.

RGS: Are you aware that the Placement and Follow Up Act that was passed in 1973, the idea of that act was that each school district should follow its students after graduation to see what happens to them and that would be one way to determine whether the students are able to perform as well as the school thought they should after they left?

MST: Yes, that's one way. I'm not familiar with that, but I just feel that for the money you pay you ought to get more out of it.

RGS: You want more than babysitting.

MST: That's right. You bring your client's car out to my shop and I go out and work on the brakes or I work on the ignition or the motor and you come down to get it and it isn't working, you're going to come back and say, "No. Do this over again." And, to give me a group of students in a class and I'm supposed to teach them how to punctuate, how to count, how to add, then they get there and they don't know, somebody will just say, "Thomas, you do this over again." I mean, in some way, I don't know how it could be done right. I would feel like I failed and I don't think the school failed and you can't put all the blame on the student. Now, if he comes to me reasonably normal with all of his physical attributes functioning and all, I don't think he has to remember everything but I ought to put a certain amount of it into him and if he misses that I've fallen down. The burden ought to be back on me. Now, somewhere in the process it ought to fall back on the teacher. We need to take more of it back on him. I don't know how it's got to be done. They're going to holler a whole lot, I know it. I'm just helping them holler about it. But, somewhere down the line, I think, they need to figure out to get the minimum performance out of them.

RGS: You've talked a lot about the faculty and how the faculty should really be responsible for seeing to it that learners learn. Does the university administration that trains these teachers, or the teacher educators, have any responsibility in all this?

MST: Yes. My criticism is of college education. If there's any supervision in the college, everybody out there teaching can do anything he wants, nobody bothers him. Unless it's changed now since I was in college last. It's almost that way in the public school system. But, supervision at the college level? Who supervises what teacher at FSU and A & M? They are in a realm of their own, an area of their own, nobody tells them what to do and how to do this and that and the other. So, you may be a dean or a department head, but you have to be very careful looking over anybody's shoulder to see what they are teaching. Now, I don't know. I just worry about that.

RGS: So, there is something that can be done.

MST: Surely. I've only had the displeasure of firing a couple of teachers in my lifetime at A & M. One case, we were on the quarter system and the quarter ended just before the Christmas holiday. During this Christmas period I took the liberty to blunder through the shops, looking through during the time the holidays were going on. I went into this fellow's shop and I just happened to look down by his desk and there was a stack of papers, examination papers, in the trash can. Students had taken the examinations just before school closed for the holidays. They'd come back and their grades were supposed to be in before the new quarter and there were all these examination papers that hadn't been corrected. There hadn't been anything done to them and they were there in the trash can. So, I took them out, came on back to the school, just waited a day and then called him in. That was the most unfair thing to the school, to the students, and to himself. In fact, I told him that was a dumb thing because if I was going to destroy them I would have burned them up. But, he just dropped them in the trash can, leaving them for the janitor to take them out and throw away all of the students' papers. I said, "What does a test mean to those students? What does it mean to you?" Then, at the end of the quarter I just recommended that he not be re-employed again and I got away with it. He was afraid to challenge it.

RGS: Well, it sounds like there is a job for everybody that goes all the way from the teacher of the students to the teacher educators right up to the university administrators. Well, is there anything else that you feel we should know about vocational education in Florida? We are just about running out of questions at this point.

MST: Well, let me rather elaborate briefly on some of my previous observations.

RGS: Sure.

MST: As we surveyed the Florida vocational education legacy, we found in the total historical picture that many unusual efforts were made, much beyond the normal call of duty, to provide vocational training opportunities for blacks prior to the integration of the public school systems. Most significant among these was what G. R. E. Lee did at Florida A & M University, what Mary McCloud Bethune did at Bethune-Cookman College, the program at Florida Memorial College under W. H. Grey, and the development later on of the Gibbs School at St. Petersburg, into a comprehensive high school under Mr. G. W. Perkins. All of these accomplishments call for exercising of a great deal of ingenuity, and initiative. These achievements must be regarded as significant and as a meaningful part of Florida's rich vocational education heritage. Another part of this great heritage, to which we look with pride, is the fact that vocational education responded to the social, educational, and political changes during the 1950's and 1960's more regularly, I believe, than perhaps any other facet of the public school program. There exists today, perhaps, a bigger challenge to Florida's education program than ever before. Today, Florida has grown to be the sixth state in the union in population, with over nine million people, plus thousands of refugees. Many of these people are unskilled and unemployed, and if they are going to make it in Florida's, or in America's, economic structure, vocational education must move forward to play a very significant role. Today, the challenge is bigger than ever before in Florida.

RGS: I think I agree with you. Mr. Thomas, thank you for the time that you've taken to provide these very comprehensive answers. Your responses will be very helpful to us in our attempt to understand the development of vocational education in Florida.

MST: Thank you.

JAMES A. DAVIS

James A. Davis is a native of Apopka, Florida, where he attended the public schools for blacks. His education was interrupted when he served in the army for two years during the Korean War. He studied at the Florida A&M University and in 1957 received the B.S. Degree in Industrial Arts With Distinction. In 1959 he earned the M.Ed. in Administration and Supervision, also from Florida A&M.

Mr. Davis has had a wide variety of experiences in business and in education. He has been a salesman in insurance and hotel sales and service, and a licensed electrical contractor in Orange County, Florida. From 1958 to 1963 he taught industrial arts, drafting, and electricity in Jones High School in Orange County, Florida. He served as the principal of Taft Elementary School and principal of Phyllis Wheatley High School in Apopka; he also served as the Head of the Department of Industrial Arts at Jones High School for four years.

In 1966 Mr. Davis moved to the Florida Department of Education where he has held several positions. From 1966 to 1970 he developed and supervised The Florida Work Experience Program and also served as Region III Supervisor of Diversified Programs. He then became the State Consultant for all Diversified Cooperative Training programs and served in that capacity from 1970 to 1975. From 1975 to 1978 he served as a Planning and Budgeting Specialist. He was appointed Chief of the Bureau of Planning and Budgeting of the Florida Division of Vocational Education in 1979 and continues to serve in that position.

Mr. Davis has been active in professional and civic groups. He is: a Past-President of the Negro Chamber of Commerce in Orlando, Florida; a Democratic Party Commiteeman; and is a member of the National Association for the Advancement of Colored People. He is a member of Kiwanis Club, a Past-Member of the District Boy Scout Council, and Past Treasurer of the Florida Department of Education Credit Union. He is a member of Phi Delta Kappa and has served as a delegate to the Biennial Convention of that professional organization. He was a member of the Planning Committee for the 1971 Governor's Conference on Postsecondary Educational Opportunities for the Disadvantaged as well as the Planning Committee for the 1971 White House Conference on Children. He holds membership in the American Vocational Association, the Florida Vocational Association, Work Experience Association, and the Diversified Cooperative Training Association.

His publications include Employability Skills Curriculum Guide which was published by the Florida Department of Education, and "A State Work Experience Program with Multi-Agency Involvement" which appeared in the American Vocational Journal in May, 1972.

RGS: **This is Bob Stakenas speaking. Today is January 31, 1983. Today Dave Mock and I are going to interview Jim Davis, who is the Chief of the Bureau of Planning and Budgeting in the Florida Division of Vocational Education. Jim, to begin with, will you tell us how you got interested in vocational education as a young person?**

JD: My primary interest in vocational education was in agriculture, not that I pursued vocational education in agriculture. But I guess everybody was a farmer back then if you lived in the rural South. Certainly you had to farm some. That, of course, caused me to have quite an interest in the animals and the things that provided your livelihood. But I would suspect, as I look back in retrospect, that the leadership that I saw in the black community, probably came more from your agriculture teacher as well as your home economics person. They supervised home projects and what have you. Unfortunately, I probably didn't recognize that until later because we did not have a high school in my hometown--for blacks, that is. So, I was exposed to that through knowing other people and being sometimes invited to activities when the "ag" supervisor for the state would appear in the county. Farmers and people would gather because they had a lot of respect for him. The "ag" supervisor brought lots of knowledge to the community as we knew him.

RGS: Where was this?

JD: In Apopka, Florida. In Orange County.

RGS: Do you remember the state people who came?

JD: Oh, yes. George Connoly was certainly one of those people and L. A. Marshall. They were the two people that I remember very, very well. I can remember times when we would lime trees and clean up the old buildings when they would come to town. It would give you a sense of pride that they would even come and be with you. And they brought us many things, not just about agriculture, but how to live in your communities and get along so that you could all survive. And that, I guess, influenced me quite a bit. But somehow it didn't influence me enough to pursue a degree in agriculture. I guess I didn't want to be a farmer all my life.

RGS: You said that they talked about a lot of other things besides agriculture--about how to survive in your community. Do you recall some of the things that they suggested?

JD: As I remember the "ag" people, organization was high on their priority: how you organize your little community groups to help one another at harvest time or when there was an illness. All of these things were talked about to the degree that you'd be influenced if someone was ill. Of course, a lot of it we did anyway. But for someone to tell you the importance of helping a neighbor that maybe you really didn't like, or didn't get along with too well so that you could all survive, was really important. Or if there was a

JD: small child in a family and you had a milking cow and their cow went dry, there had to be cooperation for survival. Helping others, maybe their father or brother got ill, so you helped gather a crop of whatever it was. Of course, all the people at the meetings were black. Our closest farming neighbor was a white family, and we cooperated that same way. It was survival for all of us which was very important. Knowing about organization and knowing that you survive together influenced my direction.

RGS: You said there wasn't a black high school in your community, so where did you go on for more education?

JD: I left home when I was thirteen years old and went to Orlando, to the city. There was a high school in Orlando--the only high school in the county, or what we called high school. Of the other communities in Orange County, two of them had eighth grade, that was as far as they went. And the other went as far as the sixth grade. If you knew someone you could go into the county school there. The other school was the Robert Hunterford School out at Eatonville, Florida. The Winter Park area people were the retired or northern people who came down and brought their help, and they had an interest in education. So, they developed that little community and put a boarding school out there and if your people had money, you could possibly go there and further your education.

DM: Was this Evans High School that you went to?

JD: No, it was Jones High School. It was on Paramore Street down in the real ghetto area.

RGS: What course of study did you take in high school? What did you do after you left school?

JD: Let me say a little bit about after leaving Apopka and going to Orlando and working in the community mowing yards, and doing whatever I could to further my education. After leaving school, I worked for insurance companies, tended bar, and all kinds of things. I was later called into the service. I sent my younger brother to college for two years while I was in service, and suggested to him that when I left service I would see if I could go to college. That is how I got into education. When I decided to go to college, I had to make a decision, somebody was telling me, "you know you have to decide what you are going to do when you are in college." I said, "I'm going to study." "Yeah, but you have got to talk about what you are going to study." I had been a helper in electricity. I talked with someone who decided that I would either go into industrial education or industrial arts. That is where you would find the electrical parts, and so forth. That is the direction I took because, I guess, of my previous experiences in that area.

RGS: Well then, you were in the service and after the service you went back to school?

JD: Yes, I went to college.

RGS: After you left college, did you go right into education? Or did you do some other things first?

JD: Both. After leaving college, for lots of reasons I had made a promise that I was going to help other people through education. The first year I did not get employment. So Dean M. S. Thomas, over at Florida A&M asked if I would stay and do some graduate teaching, help some people there until I could find work, which I did. I found a teaching job. And as I moved into teaching, I started an electrical contracting company which I ran at the same time. I was an electrical contractor, the only black licensed electrician in central Florida. I had my own business. And I also continued to pursue some agriculture interests.

RGS: Which you do to this day.

JD: Yes.

RGS: So you were teaching and running your contracting business. I'm still not clear how you got involved in vocational education at the state level.

JD: Well, I'd have to go back to my being in college in Tallahassee, working my way through. I was getting $100 a month from the government for me and my brother to go to college and, of course, that did pretty well. But we both needed to work, so I worked in a hotel here in town. I washed dishes and what-have-you and finally started tending bar there, and I met a couple of people who were in the Department of Education. One of the persons, Rex Toothman, indicated that because of my business experience I probably should pursue distributive marketing, sales and that kind of thing.

So, DCT (Diversified Cooperative Training) is what I certified in, because of my experiences. And Toothman said I really should try to get into that, because if I did, with my experiences in the black and white communities, having worked in the majority community, I could probably help young people find good employment and at the same time provide educational experiences for them. And after leaving and taking a job in Orange County, the Department of Education consultants, several times, tried to get me to move where there were positions in cooperative education. I really didn't want to move from there because my parents were elderly. So, I stayed there until a position became available in marketing. I was teaching shop, electronics and drafting. But they were trying to get me to move off into co-op, anyway.

RGS: You taught the shop and drafting back in Apopka?

JD: At Jones High School in Orlando.

DM: Was there only one black high school in the county?

JD: There eventually were two. Phyllis Wheatley High School in Apopka was a high school until a year after I resigned as principal there. And then they made it an elementary school. I am just not sure that Apopka needed two high schools anyway. But at the time they made it a high school and it was not very much of a high school. It was the best they had at the time and it moved people on into the next step of providing the kind of education they should have been providing all the time.

RGS: When you were a principal and teaching after you had gone to college, was this in the late 1940's or early 1950's?

JD: Late 1950's and early 1960's.

RGS: Oh, my.

JD: Yes, I took my first teaching job in 1958.

RGS: We know that in 1947 the Florida legislature adopted the Minimum Foundations Program, and when we interviewed R. L. Johns, who was instrumental in helping draft that legislation, he indicated that one of the important things about the MFP was the attempt to equalize opportunities for the poor, the blacks, and the whites. That was in 1947. How did you see things begin to change? If they began to change, when did the really major changes in funding come about?

JD: I can talk historically just a bit but not a lot from experience. I can talk from observation. I know that one of the greater changes was that anywhere in the state of Florida, people would have the same kind of opportunity. You are going to have minimum required education for all the people of a society. That was very important to me. Of course, I think that everyone knew at the time that it would take time to cross some hurdles so that even the poor sections, regardless of race, would be able to get the same kind of education that other sections did. In Dade County, you know, Miami High was it, and then when you moved around to the other sections you probably didn't get the same kind of equipment. You didn't get the certified people and that kind of thing. So I think it was very significant that the MFP happened.

There was another area that I think was of great significance. When we go back to those schools that were very rural, some went only to the sixth grade; for others, eighth grade was maximum. Anybody who had finished high school, and some of them had not even finished high school, could be a teacher. They just didn't have the kinds of standards they needed. I guess we were all coming out of the woods somehow and this happened in all communities, I would suspect, but more in the black schools than the others. Teachers were just whoever would come and get lucky enough to get somebody

JD: to recommend them. Sometimes people were recommended because their parents worked for the right people and that kind of thing. It had nothing to do with their ability to help people educationally, although there were some exceptions.

There certainly were some exceptions. I can remember some people who really dedicated themselves to providing the kind of education that would help the people at the time. The Minimum Foundation Program did a lot for everyone, even those who thought they had the best there was at the time. It provided for those rural areas that were very good in their own right. It provided for them the opportunity to have the same kind of a system and the same resources. Dade County or Broward, or any place else would have to be measured by their ability to utilize that which was available. But it was certainly made available through the MFP. I think that was important.

RGS: You said you began teaching in 1958?

JD: 1958.

RGS: Then you were the principal of Jones High School?

JD: No. I taught there and I was to be the Distributive Education (DE) teacher at Jones High School in Orange County, and that was the year the first white teacher came to Jones. And that person was certified in DE. So rather than give me the job, they moved me out of the school. They sent me out to an elementary school as principal. I went to Taft Elementary School, not certified in elementary education, not seeking employment in elementary education, either as a principal or teacher. The superintendent thought it best that in making that decision to bring that person aboard that I not be at the school. This was because I had worked with a lot of young people from the projects. I carried kids in my car all around doing activities that they call VICA (Vocational-Industrial Clubs of America). I had a very good relationship in the community and they thought it better, and I think maybe they were right. But I went out to an elementary school as principal first and then from there I was moved to Phyllis Wheatley High School in Apopka, which was the black high school.

RGS: So you helped organized the local chapter of VICA in that school?

JD: Well, we really didn't have a local chapter. The chapter, as I see it, was at Florida A & M University. Prior to my leaving A&M, a Mr. Harold Jenkins and a Miss Dorothy Lee had worked with some people in Louisiana and Alabama, places like that, to create a youth organization that was called VICA. At that time Florida, that is the Department of Education, would not buy into VICA.

Most black vocational teachers in the state taught industrial at the time. What we did was bring students to Tallahassee for our

JD: VICA meeting. That was the chapter meeting. So you loaded the kids up and you came. Our winners from Tallahassee, our first and second place winners, would go to Tuskegee to meet. And that meant that people from other states would come to Tuskegee and that was our central place for meeting. Mr. Jenkins, along with those activities, got the Chrysler Manufacturing Company to provide, what was called at that time, a trouble-shooting contest. So we had trouble-shooting contests and, of course, the first one was held on the football field down there. They started having them around the state. At some point, someone in the Department of Education got interested in VICA and it grew and grew and grew. But it started over there at Florida A&M.

RGS: So VICA was originally a black student organization?

JD: Yes. And I think VICA's first president, after they organized in the state, was a black. Yes, VICA was a black southeastern organization. The state university was a chapter. We didn't have local chapters in the school. It was just if you had some kids that you thought did well enough to compete. Then you entered them and put them in your car and brought them up here and got them housed.

RGS: Do you have a feeling for when VICA began at Florida A&M?

JD: It had to be 1954 or 1955--somewhere along there. Harold Jenkins could certainly bring you closer to understanding.

RGS: What were the purposes of an organization like VICA?

JD: Mostly to provide the competition for the better student so that we could get some assessment of how well we were doing as teachers and too, we could probably, in some way, determine how we were doing as compared to schools in Georgia, or Louisiana. Louisiana was really big in it. They had the jump on us. They started before we did. And, of course, Alabama was next. They were quite competitive and we wanted to know how we were doing. If not for any other reason, it was an assessment. I think it is good to have an assessment. I think you need to know how well you meet the standard for drafting, or for auto mechanics. We had cosmetology, all kinds of things. We did all kinds of electrical projects--the kids did.

The only time I had a first place at Tuskegee was an electrostatic generator, that a high school kid did, which I didn't understand. Martin Marietta in Orlando cooperated quite well with those kids in electronics and they would get them material. Those engineers could help them a long way beyond what we could do. But some of the kids really had it. Of course, Martin Marietta sent several of those kids to college. They sponsored them, co-op type.

DM: Where did the funding for VICA come from? Did it come from the state?

JD: No, out of our pockets. It was a good idea philosophically, that we agreed with, and we made the sacrifices. The only sacrifices the school ever made was to give the teacher and his VICA students some days off. As I remember, most of our meetings would terminate on Saturday, late. We used Sunday to drive back. But you had to have Friday. So, sometimes we got Thursday and Friday. That was a great gift from the county so that we could get the kids in the car and come up and compete. Now, of course, you had to get housing with friends and things like that. But it worked out. There were no dollars, no dollars, and if you won, you knew then that to go to Tuskegee you had to go back home and talk to the Church or somebody.

Most of the teachers were very good about that. If we had winners, they would help us with gas and that kind of thing. Some of the kids' classes would chip in and help the kid with some spending change, or whatever. But there were no dollars--there was no handout. It was a real desire to do it. I think it was great. It was really good. I think it would be good if we had more of that. Of course, today in education, I hear the discussions about how we need to provide more dollars to those club activities. There are two sides to that. I think the young people in those clubs can provide a lot for themselves. It will do a lot more for their future and their motivation, if they are not given so much to participate, based on their real desire to do it. You know, if there was a concert and you wanted to go, you would pay your way.

RGS: When we interviewed Mr. Marshall, he indicated that the New Farmers of America was to be the black version of the Future Farmers of America.

JD: It was. It was the black version.

RGS: Was that in 1964 or 1968?

JD: That they disbanded?

RGS: Yes.

JD: I don't remember the year that they disbanded.

RGS: I am trying to get a feel for when the State Department adopted VICA. Is that correct?

JD: Yes, that was VICA.

RGS: Do you remember when that was?

JD: That was in the late 1960s, after I was in Tallahassee in the Department of Education that they adopted VICA. So, it had to be subsequent to 1966.

RGS: Are you saying that you came to the State Department in 1966?

JD: Yes, in 1966.

RGS: What position did you come into?

JD: I came in as a special assistant to something or other. We had, in the Department of Education at that time, two black males and one black female, Dr. Combs and Dr. Gant. Well, they were here and they really kept trying to get me to come. I joined the department for lots of reasons--mostly for my own growth and development. When I found out that I was to be the first black male in the Vocational Division, that didn't excite me or bother me, or anything like that. My purpose for being here was for educational reasons, my own education and to see if I could help others in any way. That was a good reason to be there, I thought.

I came into the Business, Distributive and Diversified Section. Because of my certification in DCT I was asked to help in that area. And, of course, with the person administering and a few others, it was very nice to be there. But there weren't a lot of open arms. I felt I knew enough about human beings to know that, in time, that would change, and I could still learn a lot and possibly make some kind of contribution. I found out later that three of us came to the Department at the same time in the same section and I was the lowest paid of the three. I guess they had to do that to get me in. If they had paid me more, somebody probably wouldn't have hired me. But after being there and really trying to work in the DCT program I guess I met just enough resistance, that I needed to do something if I was going stay here--if I was going to earn my dollars.

So I started what is known as the "Work Experience Program in Florida" for potential school leavers. That was the program for the 14 and 15 year old kids. When you are 16 you can leave. So if it is for potential school leavers, it can't be after 16. Of course, we found later though, that we did go on beyond 16. But we had two kinds of resistance there. The law at that time specifically made it clear, vocational education was 16 year olds and above. So there were those who said we just could not use federal dollars to do this. We shouldn't do it, you know it is just not right to do it. Of course I contended that if we are going to do anything for these kids, we have got to do it before they leave. We need to give them some experiences. I was thinking mostly, at that time, about on-the-job experiences in the community.

John Fraser said to me one day--he was one of the same people who came here at the same time I did--he said, "Jim, it seems to me that there is something you need to do with them before you send them out there. You know, some of them are troubled kids; some of them have financial problems." And we talked about that, and that is when I got into working with Dr. Sims and Dr. Eaddy to see if I could get dollars to try to write something that (Robert) Mager had been talking about at the time. We had the domains of learning

JD: and I was just not smart enough to know that I was taking on something very big. So I took on what I called at that time, Employability Skills, and tried to do something in the affective domain. I guess, it might have been a defense mechanism since you couldn't measure it too well anyway. I said, "They won't know if I fail, since you can't measure it." But anyway, we got into that and we worked in 1969 and 1970 trying to develop a book on employability skills.

We provided, in that book, the measurable objectives, as we saw them, the learning experiences and the measures for assessing them. That instructional manual on employability skills went real, real well. In fact, at this time, I think it is in four languages. And now everyone is saying, "Well, that is what we all needed to do." And, that is true. But getting back to what I did; that is how I built the program. And, of course, I worked as a consultant in that program for several years and later, moved into the consultant level in that and the DCT program.

As we moved around with different directors, I was able to assist Dr. Crumpton and learned a lot about administering the programs and administering the MFP, the Minimum Foundation Program dollars or units for those programs. That was prior to the FEFP. So when we were reorganized, those who had been deeply involved in the program, talked with us about a planning section for the Division of Vocational Education--how we would plan for programs. They thought that people who were kind of second-line people in the program areas, if they put all those people in the Planning unit, they would have the program knowledge and needs. So we were moved in 1974 to the Planning and Budgeting Bureau, along with Management Information. And I worked in the Planning Bureau at that time, from 1974 until I guess in 1977. Of course, we found that it was difficult for a person with expertise in just one area to feel that he could go out and just do planning for that particular area. We started working across the board. We started working with planning for all programs, the use of information, and to lead the local people in some direction, so that they could decide which programs, and then the program people would work with them on which programs would meet needs.

We worked more on needs assessment in planning the programs. We were new and we were all trying to find directions. We found out that that was the best way for us to approach it. After I was in Planning for two years, Dr. Crumpton retired; I thought maybe I would like to be a director. So, I went back to Diversified Programs as the director and stayed there until 1979. I worked as a program director for all the diversified programs. Then when Dr. Sims moved from the Bureau of Planning, I applied for the Bureau Chief's job, along with many others. And somehow it worked out that I was fortunate enough to get the position and learn even more about planning for vocational needs in Florida.

RGS: When was it that you went back as the director of DCT? Was that

RGS: in 1979?

JD: No. It was in 1977.

RGS: And then you became a bureau chief in 1979?

JD: Yes, I came back as chief of the Bureau of Planning and Budgeting.

DM: Could we go back for a minute to get a little more explanation about the Work Experience Program that you started? How did that differ from the DCT program?

JD: Okay. The Work Experience Program utilized the same method as did any co-op program in DCT, DE, Cooperative Business Education, or Cooperative Industrial Education. The methodology was the same; the inputs were different. You had potential school leavers in Work Experience. You didn't have someone who had identified a career objective. You had someone who was in need of help. They might have wanted to know "Why am I in school?" "Why do I need math?" "Why do I need to learn to read?" It certainly became evident that some people didn't relate their math to anything later in life. And I need to point out, very clearly, that we had some very, very good students who were potential school leavers. It wasn't always the nonreader, or the average kid. We found out, after a while, that average and below average kids by and large will stick it out, they will tend to hang in there. Of course, back then we didn't have student assessments, so they didn't have to pass any assessment or test to move on to the next grade level and they would kind of hang in there. Sharp kids--we had one kid in Gainesville with a 132 IQ. The sharp kids tend to want to drop out quicker. I don't know if it is because the system is not responding, or wasn't responding--at that time--to the knowledge explosion, televison influence, and vocabulary.

I don't know all of the causes. Someone else would probably have to take a look at that. But we found a great number of kids with very, very good ability, wanting to drop out, and dropping out. For instance, I found out this year that I had worked with a young man four years ago in some activity. I didn't know until just recently that this person is today in law school at FSU and also has been an assistant to the Lieutenant Governor for four years. One day we got to talking about my being in education. I talked about the Work Experience Program and he said, "You know about that?" I said, "Yes, I started it." He said, "I can't believe I was a student in Work Experience." I said, "You couldn't have been." He said, "Yes, I was." Sanchez is now about finished with his law degree, and he is the Lieutenant Governor's chief aide, no not chief aide, he is an aide. And, he finished at George Washington Junior High in Tampa, in Work Experience.

Those kids, a lot of them, found out why they were in school. They did complete turnarounds and really went on. There was a principal who had doubts about the program. He later called me and told me, JD: "I have thirty students in the graduating class this year who are former Work Experience students, who found their way." They found someone who would take the time with them to help them. They were able to buy lunch without having someone give it to them, or sit in the lunchroom without being embarrassed because they knew they couldn't buy socks. There were a lot of little things you found out when you would talk with those kids and when teachers talked with them. They would come to me and tell me some of the "whys" when people were dropping out. We had numbers of Work Experience programs in this state, I mean, hundreds. We were well over one thousand programs. And, the program held on quite well.

I need to backtrack. I was telling you the one reason the vocational people thought we shouldn't move on, but I think I failed to tell you that there were people in co-op kinds of programs, the DCTs and the programs you asked about, that said, "No, we just don't want to do that." They felt that the job market out there would be consumed by Work Experience People who would take some of their job market. And my contention was, "Well, very good." If you have people who have identified a career in a training program that a Work Experience student can take away, then somebody is in the wrong place.

Here is a potential dropout at 14, 15 years old, and if that person is going to go into a job for sales, or marketing, then it says something real good about that Work Experience kid. Or, it says that you might have some kids in some jobs that may not really need training. That was hard to sell to your peers, because many times, teachers took lines of the least resistance and they might have the kid in sales, "down at a hamburger stand." Well, you know, about three hours of that and you have learned about as much as the taxpayer needs to pay for. You see the Work Experience kid was out there for a different reason; for direction, guidance, and that kind of thing. As a career opportunity, I don't think the taxpayer should be paying for some of that. So, we had our rough moments in starting.

I want to be sure that I was clear on some of the differences which these students had. Some students had not identified a career objective, the others needed guidance. Some of them needed financial assistance. Some kids doing good in school were about to leave because a parent had gotten ill, or something had happened in families and kids needed dollars. And this Work Experience program was a way to solve the problem.

DM: How much did they work? Was it like DCT, four hours a day?

JD: Three to four hours a day. Some of it was at peak time work. It might be that, especially in some of the urban areas, we found out where 11:00 until 2:00 was the peak time and we needed somebody to help, and that's all we needed. And sometimes, kids went back to school, after they worked. We found that in some of the rural areas, some businesses needed someone who would be there first

JD: thing in the morning. Some of the 'mom and pop' operations needed someone to open up, sweep up, you know, and then go on to school. It worked, not just as an afternoon job, but taught students why you need to be on time and why you need to take all this from that lady, and this sort of thing. There is one experience that I will never forget. We had one young man who was in Lake City, Florida, he was just so glad to be in the program. There were several kids in the family; his father had had a heart attack and passed away. Anyway, they were all trying to stay in school. He was a good student and he was wanting to take mechanics. He knew what he wanted to do in life. And they got him a job at a service station, and he did fine. He was just a great kid. And one day, the teacher met him coming back to school, and he was really mad. "What's the problem?" He found out that the station owner wanted him to clean bathrooms as well as help around the station; he wasn't going to clean bathrooms. He didn't know that there were some other things attached to jobs that weren't necessarily the things that you wanted to do. And that was the most disappointing thing in his life. It really affected that kid. And with that station manager and the mother and the principal, we, I met together. I met the kid later and he told me all about that. They met and they sat and talked with that kid and finally, that kid went back to work there, but it was a real experience for him to learn that he had to clean up bathrooms. So you see, so there are so many things that people learned from that program. It wasn't necessarily what the kid was doing technically around the station.

DM: Did they get credit towards high school graduation?

JD: They got credits for the time in school and they got Employability Skills credit for up two hours on the job, or something like that. They also got credit toward moving on to the next level.

DM: Once they turned 16, could they go into DCT Program?

JD: They could. They could go into any vocational program, or they could terminate. They could do whatever. A lot of them, those who had economic problems and what-have-you, certainly moved on into some other kinds of programs that would assist them with those problems. Some kids, after a semester when they really got on track, didn't need the program for other reasons, so they went on into regular programs. But some kids really did not understand the reasons for math, and why you had to be able to follow instructions, and that kind of thing. They really didn't. And I think we take, sometimes for granted, that children already know all that we know. They don't really, not even our own children. They don't know some of the things we think they know and we need to assist them. That was the first time that vocational education took that kind of a direction, it included guidance and counseling, rather than just skill training. I think that all of the co-op programs are really as much guidance oriented, as they are career and skills oriented. They would have to be.

RGS: If you wanted to get this program started now, would you work through the DCT coordinator? Is that how you did it at the local level? How did you recruit someone to take on this new program?

JD: Being a very new program, there was no history. We just didn't have anything to go on. The other coordinators were not friendly at all, so there was no help there. I worked with superintendents and local directors in counties all over Florida and I'd go to principals and explain the progam. The first kind of question you get is, "Who would teach this? Who would work?" Well, I'd say, "At this point, we don't have certification for a Work Experience teacher. What we'd like for you to do is choose the kind of person on your staff that you know can help kids who need the help." And we had at that time, that kind of certification where we could write the qualifications. That worked really well. Now, you have got to remember that there are always two sides to any coin. On the one hand, there were qualified persons that would be able to help Work Experience students. On the other hand, maybe the principal had something else in mind. You know, he had somebody he wanted to hire, so we got several coaches real quick. The principal had wanted a different kind of workload for the coaches so they could be off in the afternoons. So, you got that.

We had some very, very, good and dedicated people, by and large, because with twenty to twenty-two potential school leavers, the first thing your principal is going to give you is the troublemakers. Right away other kids would come into the classes because some teacher or counselor would say, "I have a kid who is about to drop out but he is not in trouble." The Work Experience teachers would say, "That is all right, bring them in." I had lots of workshops with people on how to handle that. We got teachers who were qualified, although we didn't have certification for three or four years. Still, we were able to get the kind of person that could work with that kind of student, and those people were by and large very, very dedicated.

RGS: With regard to the Work Experience Program, did that continue independent of vocational curriculum in the school district? Or was it considered to be a part of that?

JD: It is considered a part of the vocational curriculum.

RGS: Right from the begininng?

JD: Right. And it still is. You still get vocational FTE. It is one of the Diversified Programs.

RGS: Did the staff members in the vocational programs start to warm up to it or were they kind of cold, too?

JD: Oh, they did warm up, after a few years. Most vocational programs to start with were eleventh and twelfth grade. I remember Dr. Proehl trying to get me to agree to take the Work Experience Pro-

JD: gram up to tenth grade and I disagreed. I felt that the vocational skill programs should move down to tenth grade. And eventually, the staff members worked that out and both of them kind of moved with it. I really thought that it wasn't quite right that the other programs were eleventh and twelfth grades only. In fact, most of them were twelfth grade, especially your co-op programs. They only wanted seniors. You know, to get a junior in there, you really had problems. It worked out. They found out that a lot of the kids who had had some experience, while at the same time, had been given guidance and completed their academic work had moved along. They could go on into vocational programs very easily.

RGS: Did that program survive to this day?

JD: To this day. That's right. It is still there, alive and well.

RGS: Is there a certification process now?

JD: Oh, yeah. They are certified as other co-op teachers now. We finally moved the certification procedure into place, so we had to grandfather a few teachers in, for various reasons. It worked out really well, now everything is in place.

RGS: I want to go back to the middle and late sixties. We know that Florida had a dual school system for many, many years and even when the Minimum Foundations Program came in, it was still a dual school system. Was it in, 1967 or 1968, when integration became an agenda item for all the schools?

DM: I think it was 1968.

JD: About 1968, when it really took effect.

RGS: You were with the State Department then?

JD: I was with the state, yes.

RGS: Do you remember any things you observed about the pains and experiences of integration of 1968 in the vocational area? Had many of the vocation programs been integrated before then?

JD: No. They hadn't and it took a long time for them to be integrated. Vocational education tended to move very slowly in that regard. We probably have some programs today that we could take a look at in vocational education that are still oriented toward certain sexes or certain races. It is just the way of life. And I don't know if anyone is addressing that now. They are addressing the sex issue, you know, Title IX. And, of course, I contend that there are eight titles in the Civil Rights Act prior to IX. If we are real leaders in education, we should take a look at all those titles, but aside from that, we need to take a look at what needs to be done in education and do what is best for the people. I am also aware that

JD: society may reflect what we do in or role as leaders in education at the state level. Sometimes we look about our activities here and we might find that there is room for improvement in the area of sex, but especially in the area of race. We have some vocational areas here where employers still don't hire, for any reason, minorities.

RGS: Was Floyd Christian the State Superintendent in 1968?

JD: Yes.

RGS: Do you remember him or Carl Proehl doing anything to set the tone for integrating the schools?

JD: I will speak of the Commissioner first. Floyd Christian was, first and foremost, a politician in education. He did a lot for education through politics. I can remember when one governor decided he would go down to a particular county on the west coast to do a "George Wallace" there in the school house door. Mr. Christian took the stand that this wasn't the Governor's responsibility in Florida. His responsibility was to be governor and education was left to the commissioner. I also remember another time when a subsequent governor from that, appointed an education aide, who was going to "look after education." The commissioner made it clear that that was his responsibility and he was carrying it out. Several black educators were hired under Mr. Christian's administration. And I'd have to say, that hiring a black person at that time was certainly more difficult than it is today, so I think he made some strides in that direction. In fact, I can remember on several occasions, Mr. Christian sent me to help superintendents with some things very quietly. He'd find out where I was working in my regular activity, and if somebody needed help, he would call and ask if I would go by and talk with that superintendent. He might want me to talk with some principals, or whatever. He did what I think he could do at the time.

I have been sent to superintendents after talking with them on the phone. When I got there, I don't know what it was about me that didn't appear the way they thought it would. But, they would put their hand out to shake hands, then take it back and go back into the office. But, my objective was to be there to help the person and I did that. Some of them invited me back to help them with some things. It didn't bother me how he felt socially. I wasn't there for that purpose, I wasn't there to socialize. And, I think a lot of those people have grown.

I wasn't the only one assisting there. You know Dr. Jack Gant. And Harold Clark, from Tampa, now an assistant superintendent down there had the same problems. All of us faced some of those things. Nobody ever told us that we were chosen because they felt we could do what needed to be done. I think all of us grew. In Franklin County, I was asked to present a certain certificate down there

JD: to the superintendent. The press was there, and when I got there, everything was pretty uneasy. Of course, the press never did ask anything, or take any pictures, either, but, I think they all grew. And I hope I made a contribution in that growth and development. . . I would do it again and not have any problems. Some places I left early, I didn't even spend the night, but I understood why I was there.

RGS: There was a teacher walk out in 1968. Did that have any impact on vocational education?

JD: The teacher walk out had an effect on education totally in Florida and to some extent in vocational education. The teachers tried to get more for the classrooms and certainly, for themselves. Of course, if they got more resources in the classrooms, it would better their conditions. I don' t think they felt like winners all of a sudden, but later they could see that ra lot of attention was given to education as a result of the walkout. And, vocational education benefitted. People started taking a look at the resource needs for what they were doing. If you remember the MacKay committee, the one thing they wanted to be sure that they did was to be sure that we have enough resourses so that a program could be carried on that would be of quality. And I think that is very important. Now, this might have happened even if the teachers not walked out. But education had been going on for quite sometime and it didn't get the attention it should have. The walk out helped a lot.

I just wished there had been some way they could have gotten a different kind of schedule for salaries for teachers. Of course, that didn't work out for a lot of reasons and I'm not sure that it ever will. I think there are some areas in teaching where those teachers deserve to be paid differently because what they do is so basic to everything that everyone else does. Many administrators, and some of them are still around, don't share that feeling. There are some principals who don't feel that anyone should be paid more than the principal.. "What would happen if an insurance company felt that a salesman should make more than the president." I think your worth should be decided some other way other than the salary of the person supervising you. One way to get the principals' salaries raised is to bring on a high paid teacher. I thought the chemistry teacher and the math teacher and the reading teacher were worth more I was. I am not degrading my worth, but I think as a value to education, I would have to look at it in that light and say that, philosophically, their value would be of great concern if they weren't paid better. In fact, you wouldn't have them there long.

RGS: In 1976, there were some vocational amendments at the federal level. Was that the same set of amendments that created the move toward equity?

JD: When you say equity. . .

RGS: ...what Charlotte Carney Gore was hired to do as the equity coordinator.

JD: Okay, for Title IX.

RGS: That's the Title IX?

JD: Yes. The 1976 amendments included equity for some reason. I don't know why and they didn't say. Equity in Title IX is just one part of equity as it relates to the civil rights law. I think we need to have total equity and I don't think it should be equity tied to a particular title. I guess if there is any one thing that does bother me in vocational education it is that issue. I do voice my feelings with the administration, and of course, they say, "That's what the law demonstrates a concern for." I feel that sometimes we can go beyond that which is in the law if we are going to be in leadership roles, and do what needs to be done for people. Of course, the other side of that coin is there are some people who are affected, who need to do a better job of some things they could do, too. So, it goes both ways.

RGS: Let's see, you went into the Planning Bureau when it was created in 1969?

JD: It was 1974.

RGS: Were you a planning specialist then?

JD: Yes, I was one of the planning specialists for Diversified Programs. They also had planning specialists for Business Ed., and Agriculture.

RGS: Basically, your responsibility was to help prepare the state plan in that area. Were there other things that you worked on?

JD: Our responsibility was to go out and help local educational agencies determine what their needs were based on labor market information, surveys, or whatever, so that they would have information for their requests for FTE state dollars, for federal funds or whatever other resource requests they were going to make. For example, if they were going to hire their own teachers, we were to assist them in developing or determining their needs. Once they determined their needs, other division people were to assist them in deciding which programs they would need to put in place to meet those needs.

RGS: Prior to the reorganizations in 1974 five-year plans were required by the original Smith-Hughes Legislation. How were those five-year state plans put together before 1974?

JD: That, I'm not as familiar with. At that time, I know that there was a section, Dr. Newbauer, Dr. Sims and others put that plan

JD: together, mostly as a compliance document only. It was required by the federal government. They would say, "Okay, what can we spend federal dollars for?" Then they would write all that they were going to write in relationship to whatever that law required that they spend the money for. Subsequent to that effort, we moved into, in 1974, saying if we are going to have a plan, we should be able to utilize that plan, mainly for state and local dollar, which is the bulk of the dollar spent in vocational education. We should be able to use that plan with our legislator, with the governor's office, with the people out in the state, or wherever, so that it benefits people. At the same time, we should be able to take that plan and send it forward as our compliance document, but not have that as the base purpose for it. That is why Florida's plan is more voluminous than most plans. A lot of people will tell you, "Oh, other states, they just have a few pages." Well, it depends on the use you want to make of that plan. If you are going to just use it as a contract with the federal government for some dollars, you could make it very simple, less volume. If you are going to use it as _I_ think it should be used, you need to have the kind of information in there that is going to benefit all of the people involved in vocational education in the state, especially.

RGS: So, you worked in the Planning Bureau from 1974 to 1977?

JD: Right.

RGS: Did you see any changes in approaches to planning during that three year period?

JD: Yes.

RGS: Could you describe them?

JD: Prior to 1974, at the state level we participated in what were called program determination studies. School districts and community colleges used federal dollars for facilities. After the MacKay study, the state got into providing construction money and all. Florida was growing rapidly; and the industries were here and we needed to meet those needs.

You'd go out as a group, and do a program determination study, as they called it. For the most part, it was good. Yet, there were times when, Joe Smith would feel that "Hey, I'd better get some of my programs in here, or I won't survive." So, he'd justify some programs based on whatever he based it on at that time. You know, he'd take a look at the community and he'd figure, "Well, this one ought to work." We just didn't have the sophistication in needs assessments at that time. I'm sure we will develop even more in needs assessment. Of course, it was some time before we got training in how to take a look at what may be _need_. This took place through some staff development by the division, utilizing some of its federal dollars. We still don't have state dollars available for staff development. I think that was probably the one

JD: area that the total division needed some direction, because even in the division, we often had the attitude of, "Is my program growing more than yours?" "Is yours growing more than mine?" There were times when we were probably doing some things that weren't as beneficial. I hardly remember planning for years and years and years. That industry is no longer in existence. We tended, at that time, not to say to locals, "That may be you are doing something very well, really doing a good job of it. But do you need it?" We just didn't get into that kind of question and we should have. As we move into the present system and it is growing, we have to take a look at more of that. Examining a need might indicate more than just needing something new or more of something. It might show us that "Hey, we are meeting that need if we can hold where we are now. It might mean that we already have the facilities, equipment, materials, or whatever type of resources, or, that we have a need to produce more. We may need to upgrade some program. It might also be an indication that we are doing more than we need to do.

You need to be able to re-adjust. And, I think that is going to come in time. People are going to move to that kind of sophistication. I was talking with a staff member this morning, about the way they are doing the community college needs assessment now and the way they are putting the information together. The community colleges have said that rather than do it by campus, we'd better do it by college because there are times when, if a class in whatever doesn't make down here, that teacher drives over to here to where the class did make it. There is no need to run a class over there, but there is a need over here. And I think the system needs to be flexible. They are beginning to recognize that there is no point in expending your resources if you are not getting results. There are some soft areas and I think we will move positively in that direction. Placement is certainly one of the areas that will affect how we look at "real need" and other soft areas, including resource allocation and what-have-you. Those things will happen in time.

RGS: Do you remember any times since you have been with the State Department when the division was in the spotlight because somebody wanted to get rid of it?

JD: Yes. We have these times.

RGS: What was the rationale used by those advocates for doing away with the division ? What were they trying to do?

JD: I can't tell you why. I think today there is some similar activity as it relates to some components of what is being done out there. The area centers and what-have-you. I can't remember, now or then or all those times in between, any one saying "what it is you are not doing for the people out there that would cause us to want to get rid of, or restructure or whatever." It seems to me that the advocates for that, or the people who say, "Administratively, you

JD: would fit better someplace else. Vocational education would fit better someplace else." Well, maybe so. Probably, administratively, we can fit all kinds of things all kinds of ways. We could have a university system like California's, where there is one big university and everything fits under it. That's

JD: administratively good, maybe, but I would think that the advocates would make a better case if they could go out there and say, "What is it that is not being done for the people that needs to be changed one way or the other, so that you do a better job for the people." I think they would be much better off in whatever it is that they advocating, and I don't know why they are advocating what they are. I haven't heard anyone say why administratively it needs to fit someplace else.

Dr. Sims and I, in meeting with some people a couple of times, pointed out when the question was raised by the legislators, "Well, now you are in the Division of Vocational Education, how do you feel about this?" We have to make it clear that this division is a service to vocational education, wherever it is. But, if you are asking us is it serving the people now, the way you have it, and if you move it would they have the same kinds of service and that kinds of thing. That is a different question, and there are all kinds of answers. The question of who can be served under what institutional structure would have to come into play. So, I cannot tell you the "whys". I just don't know the whys.

You asked me about how I remember vocational education the way it was back in 1958, when I first started. Historically, if you go back, you will find that after the Smith-Hughes Act, Barden, your home ec. and agriculture, well, we were in an agrarian society. Then we moved into an industrial society. Well, everything was fine back then. We didn't get in any dollars, but "you go ahead and do what you can." Nobody wanted you. In fact, even the vocational buildings were put aside from the school building. Somehow, our national leadership, and certainly Florida State leadership has become even greater. They recognized the need for people to have some training and some job skills. " If they are going to work in life, that is a part of an education that they need and we owe them this education." And they provided for that. A lot of people see vocational education getting lots of resources. Well, they are getting more than they used to. I don't know if they are getting any more than anyone else. So, they feel like, "Hey, we need to control or do something about some of these dollars." And sometimes, that might influence some of the reaction we get.

RGS: You look for the biggest pot and money and figure out how you can take some away then?

JD: Yes, that is how people react, you know. "What are they doing with all of that money? So, let's find out why they have it there in the first place, and what is being done out there with it and who is being affected by it." If you look at business and industry and

JD: the people, then ask the question. But, people tend to look at the pot first.

RGS: I'm going to ask you the one last kind of grand question. What do you think have been the factors that have had the most significant impact on vocational education in Florida, in your experience?

JD: I think the study, I keep saying 1971, 1972, somewhere in there, that was done by that committee, MacKay and those, as they looked to determine the real needs of vocational education. In fact, all education, because you have other areas in education with your weighted factor. They took a look at some real needs. And they determined that those dollars would flow directly to those needs. And that's what they are doing. Now, that is just great and it should be that way.

The other factor is that of the federal dollar. Those dollars can be used for something different than the state dollar. There are people who will say "You know that federal dollar", (and it does work us to death for those dollars, but it is very necessary because those dollars provide for services and activities that we cannot buy out of state dollars). See, you can't do any research out of the state dollar. You can't do evaluation. You can't provide for "planning". Well, there are so many things - staff development, so many things we can do out of the federal dollar that will assist us in doing a better job with the state dollar.) Now, unfortunately, there are many states that have to use the federal dollar for their vocational programs. They don't get the state dollar. I think that is not very good.

So, I would say those two actions have had most impact on vocational education in this state. I think they continually have. Of course, as anything, you put the best fuel in your car and the best brake lining and sometimes you have to adjust the carburetor, and sometimes you have to adjust the brakes. You know, you should have your adjustment periods to be sure that you are going in good directions. Sometimes we are going in good directions, but we need to just take a look at them and be sure that we are going there for good reasons and not forget why we are on that road.

RGS: Well, thank you very much, Jim, for some very interesting comments about the way vocational education has progressed in Florida. Thank you.

JD: Thank you.

WILLIAM CECIL GOLDEN

William Cecil Golden is a native of Jay, Florida. He received his B.A. in Secondary Education from Troy State Teachers College in Alabama, and the M.S. Educational Administration and Supervision from Florida State University.

Mr. Golden is a former teacher, coach, assistant principal, and principal--all in Florida. He joined the State Department of Education in 1955, where he has served for the past 30 years. At the age of 27, he was one of the youngest persons ever to be hired as a senior specialist in the Department of Education.

Mr. Golden has been actively involved in the development and drafting of numerous education bills. The innovative nature of many of these bills has established him as a far-sighted and innovative leader. He was responsible for drafting the Educational Leadership Act of 1969, the Management Training Act of 1980, and he assisted in the creation of the Florida Council on Educational Management which he currently chairs.

In 1984, Mr. Golden planned and conducted the first state sponsored Leadership Seminar for all secondary school principals and was instrumental in the creation and funding of the Academy for School Leaders. In 1985 his numerous contributions to education were publically recognized when he was given the prestigious Lamp of Knowledge Award by the Florida Association of School Administrators.

RGS: This is Bob Stakenas. Today is December 1, 1982. Dave Mock and I are in Tallahassee in the Office of the Associate Deputy Commissioner of Education, Cecil Golden.

RGS: Mr. Golden, you've been associated with the Department of Education for a long time. When did you first come with the Department of Education?

CG: In 1955.

RGS: And what was your position then?

CG: At that time I was the first staff person in the department to head up the student financial aid program. Up until that time, it had been handled by a secretary in the department. It had grown, and they needed somebody to deal with student financial aid.

RGS: And Tom Bailey was the superintendent?

CG: Yes.

RGS: What were Tom Bailey's educational objectives back in those days? Did he have some program in mind that he was trying to create and build?

CG: I think that Mr. Bailey came from an era in which people still believed that getting an education was one of the most important things that any person or family ever did. He had a great compassion for people. His goal, as I recall it, was that he wanted as many young people as possible to get as much education as they could, and particularly he wanted to see more of our high school youth go on for advanced education. He had seen only a small percentage who had had that opportunity in his lifetime.

RGS: So, was it surprising when there was interest shown in building a community college or junior college system that he would be a strong advocate for it?

CG: I feel that that probably had a lot to do with the success of the community college movement because he saw them being available to all of the citizens. In fact, the goal that he talked about earlier was that he wanted postsecondary education to be available to all citizens in Florida, all over the state, and not just in a few selected areas.

RGS: As the state superintendent for education in Florida, he had to convince the legislators to enact this.

CG: Right.

RGS: Who did he work with in the legislature to accomplish that?

CG: I don't know. He used a strategy that he had found to work well in other areas by getting influential private citizens together as a working group and then helping them to understand that what he was interested in for education was good for the state and good for private business as well, and that it was achievable within the tax revenue. He usually started with influential citizens who had contact with legislators and then from that, he worked through the governor. He was always very close to every governor that was in office during the time that he was the state superintendent. With the governor's support, the key legislative support and the private business support, he was always very successful in the efforts that he undertook with the legislature.

RGS: I don't recall exactly when the community college legislation was enacted. Was that in the 1950's?

CG: I think the bill itself was passed in the 1954-1955 session.

RGS: Was LeRoy Collins governor then or was that just after Collins?

CG: LeRoy, I believe, was the governor at that time.

RGS: Who was the person in the legislature who helped coordinate this?

CG: The key spokesman for community colleges from the period of enactment of that bill to the next several years was a senator from Columbia County; they called him Doc Melton. He always was the one person that other legislators seemed to defer to on what the appropriations should be and all those issues related to community colleges.

RGS: What we know about community colleges today is that there is the academic program and the vocational program. Was there much discussion about those two different kinds of programs being in the same institution?

CG: Yes. In fact, that was really the foundation of the whole concept. It was to be a comprehensive program which was to meet the needs of high school graduates, who were going directly into work and into employment and into highly skilled work, as well as a portion of the students who wanted to go on to the university system. Initially, in the mid-1950's the notion of only having upper-level universities was not considered. That's something that came later. So the original idea of the community colleges was that it was really a thirteenth and fourteenth year of public education. In fact, that was one reason why originally they were governed by district school boards as an extension of the public education system. Therefore, the vocational programs really were considered to have full, equal standing with the academic transfer programs.

RGS: Were the universities looking with jealous eyes and saying "What's going to happen to us?" Was there any kind of negative undercurrent that they were trying to generate?

CG: I don't recall in the initial phase that there was any problem at all, because we really just had the major universities in Florida. They had their undergraduate programs and there was not any competition at that point. In fact, I think there was full support for the notion.

RGS: Let's jump ahead in time a little bit. Let's move into the sixties when Haydon Burns was is in office. Was Tom Bailey still in office in the sixties?

CG: Yes.

RGS: There was a utilities tax that was being discussed and what to do with that money. Some of the early discussions said that that money should go into higher education. But, there were some vocational educators who said that, "That's all right if you put some money there, but there are some vocational training needs that are not being addressed." Some of the people who were involved in that discussion were people like George Stone, E. C. Rowell and Ralph Carter.

CG: Right. George Stone was a House of Representatives member from Escambia County and Ralph Carter was, I believe, from Washington County. Those were influential House members who played a role in obtaining the vocational share of that higher education capital outlay money.

RGS: There was also an important survey that was done by Dr. Doak Campbell that came out about that time.

CG: Right.

RGS: Was that an influential piece of information in the discussion?

CG: Yes, very much so. And, again you see, that whole strategy goes back to using a citizen-based process to identify needs of the state and then propose policies and programs which the state should initiate to address those needs. And Doak Campbell was selected for that because of the respect people had for him. They believed that whatever Doak Campbell reported would be sound educationally, that it would be honestly reported, it would be unbiased, and it would have the respect of both the people in the profession as well as of the policy-makers in the private sector. That report was useful in helping sort out the policy decisions by the legislature, the governor, the commissioner, and the state board of education.

RGS: Do you remember what the recommendation was regarding the community colleges and vocational education funding?

CG: I'm not sure that I can remember the details. I believe I still have a copy of that report.

RGS: As I recall, one of the major recommendations was that there was a growing requirement for more vocational education, and all of that vocational education should be delivered through the junior or community colleges, and of course, that angered people like Ralph Carter and George Stone.

CG: Right.

RGS: So here were Haydon Burns and Tom Bailey now, fully behind the Campbell report recommendations. What would the vocational educators do to deal with this? Do you remember any of the discussions that took place around that time?

CG: I know there were a lot of discussions about it. I'm not sure that I remember much of that detail.

RGS: The final resolution was that half the money went to the community colleges and the other half to the establishment of area vocational centers.

CG: That's right. It was clear that the decision in the legislature was that we were going to continue to give full attention to the vocational programs as they had been established. The fear there was that if it got . . . Let me back up and say that part of, and there was some good justification for what they were saying, because there were some practices in some of the junior colleges which led people to believe that they were leaning much more heavily toward just the academic transfer program. The great hope that was expressed at the time the community colleges were originally created was that they would be comprehensive institutions with vocational programs having equal standing with the transfer programs. In practice, they found that some of the community colleges were not giving much attention to vocational programs. It was the fact that they had not merited the trust of the policy-makers who had assigned a vocational mission to them and that they, in fact, had not succeeded in carrying out that mission. There was enough evidence to convince legislators to make a decision to go with vocational programs outside of community colleges and not have overlapping. In other words, the policy decision was to offer nonoverlapping programs, but not concentrate all the programs in the junior colleges.

RGS: You said you came to the Department of Education in 1955.

CG: Right.

RGS: Let's try this question. The Division of Vocational Education was established as separate entity with its own director in 1953. Before that time, the state superintendent was the director of vocational education according to the Smith-Hughes requirements, and Walter Williams was appointed as the first director of vocational education. Obviously, if you don't have the information you can't share it, but do you recall after you came here, do you

RGS: recall anything about why it was established finally as a separate entity with a state director?

CG: I believe that Tom Bailey did that, and I believe Dr. Williams was at the University of Florida at the time. Some of the vocational directors in some of the largest areas , I believed that, the director of vocational education in Dade County ran for state superintendent against Tom Bailey. So there was some feeling about whether or not Tom Bailey then would treat vocational education fairly since his opponent had been a vocational director from Dade County. Tom Bailey wanted to make sure that this wouldn't influence his judgement about what was good for education. So, bringing Dr. Williams in and placing him in charge of vocatioal education was Mr. Bailey's way of making sure that vocational education was handled correctly. Creating a state director would remove any question about whether or not the state superintendent was giving enough attention to it. In other words, he was making sure that it received its proper attention by giving it some independence and giving it a head at the state level.

DM: I was wondering whether or not the superintendent of education's office had any difficulties in trying to resolve conflicts between the different divisions because, after all, the Division of Vocational Education crosses into the boundaries of secondary schools and junior colleges. Does that cause some jurisdictional disputes?

CG: Yes, very much so. That was one of the continuing problems we had in the Department of Education. In fact, it was the primary internal conflict; we managed to get along but we never did do away with it. It was always there. In fact, I guess, it was in 1969 that we had governmental reorganization. In 1969, there was a recommendation to do away with the Division of Vocational Education because of that very reason, and to assign vocational education in the community colleges to that division and vocational education in the public schools to a different division.

RGS: Who were the spokesmen for that? Do you remember?

CG: It came out of the House Governmental Reorganization Committee. They were looking at it strictly from delivery system standpoint. They argued that there was no separate delivery system for vocational education and therefore, you didn't need a separate division at the state level. We should just have the school districts, the universities, and the junior colleges as the three delivery systems and that we ought to be organized at the state level along those lines. So, that is where that came from. Actually, it was voted out of the House Governmental Operations Committee, or maybe it was the College Reorganization Committee, I'm not sure. But that was not a popular view in the Senate and it turned out not to be popular among the House members when that bill reached the floor. So, the Division of Vocational Education was retained as a separate division in the 1969 Governmental Organization Bill.

DM: Did the Department of Education have a position on that? Or did they only find out what was going on when that reorganization committee came out with its findings?

CG: The Department did not participate in the reorganization committee's efforts to eliminate the division. Neither did the Department participate in the reorganization committee's decision to make the Board of Regents a part of the Department of Education instead of a separate department, which it had been, in effect, as a board of control. It was an independent state agency. But the House Governmental Reorganization Committee was consolidating all of education under a single coordinating policy-making board and in a single department. That was very unpopular with the university people. Of course, the House and the Senate were in agreement on that issue. They were not in agreement on the issue of vocational education and therefore, the view of the vocational people prevailed--which was to have a separate division.

RGS: Let's see, by 1969, we had a new state superintendent.

CG: Right.

RGS: Mr. Bailey retired in office, didn't he?

CG: Yes, he did.

RGS: Can you describe a little about when that was and why he retired from office?

CG: I'm not sure if I remember which year he retired, but, of course, he had been in office for about four terms and was getting on in age. However, he was still in very good health at that time.

The thing that had frustrated him most were all of the desegregation activities. He personally believed that the way the federal courts were going was detrimental to good education for both the blacks and the whites. Although, he was in favor of education for all the people, he thought that it ought to be done on a collegial, cordial, friendly basis. He didn't believe that education ought to take place in an adversarial environment. He would have been very opposed to collective bargaining in education had he been in office at the time that that passed, because it was contrary to his nature.

CG: The court decisions which mandated how education would be operated was against his nature. In fact, there were bills in the legislature during the last few years he was in office which would have closed the public schools. He fought that vigorously. And, with the help of the governor's office and some key legislators, he prevailed. The Florida legislature never passed laws like some other southern legislatures did about closing schools. But he saw that as an external interference in education with the courts

CG: taking such a major role. He said he didn't want to be a part of it under those conditions; they made it impossible for educators to be responsible for what they are doing. That is the thing that really led to his feeling that he did not want to stand for reelection and he thought that he should just retire.

RGS: So, how did he pick his successor?

CG: Well, he personally had hoped that Dr. Fred Turner, who became Tallahassee Community College's founding president, would succeed him. Dr. Turner was like second in command and was the assistant state superintendent for instruction. But, Haydon Burns had gotten elected governor. The superintendent in Pinellas County, Floyd Christian, who was one of the outstanding superintendents in Florida at that time, had been a political supporter of Haydon Burns whereas a lot of other educators had not been. Burns wanted to appoint Floyd Christian, whom Bailey was not opposed to. But Christian was not his personal choice. So, instead of Dr. Turner being appointed, Floyd Christian was appointed. So Bailey did not pick his successor.

RGS: I see. So that explains how Floyd Christian came on the scene.

CG: Right.

DM: I recall reading somewhere that Haydon Burns was not a friend of education.

CG: His platform did not include much in the way of education. He talked continuously of roads. He didn't seem to see the need to be involved with education much. I think he may have tried to have a governor's commission on education or something. I don't think his record shows that he was strong for education. I don't know that he was against education; he was just not strong for it.

Probably the best thing he ever did for Florida education was to appoint Floyd Christian as Commissioner. Christian was a strong school man; it was the only thing he had ever done. He was a great deal like Tom Bailey, insofar as his commitment and belief in the value of education. They were very different personality-wise. Whereas Bailey was always one who was very easy going and congenial, Christian was much more aggressive, a much more active kind of person. Bailey believed that the best way to get legislation passed was through friendship and through working through the process. Christian was much more willing to take a very aggressive role of lobbying strongly for issues that he thought were important regardless of how he felt about them. Therefore, he wanted to move much faster on issues. He was not contented to wait two years, or three years, to work up broad-based support for something.

DM: How would you view Turlington? Do you view him more as a Bailey, or as a Christian, or as a third kind of person?

CG: He is a third type of person, who by the way, has been very good and very effective for education. However, his effort has been as a strategist. He promotes concepts and uses the media and public groups and, of course, his long standing contact with the legislature. But his contribution has been as a strategist, coming forth with ideas and leaving to the legislature and to other people to work out the details. Whereas, the other two people were much more interested in coming forth with a full-blown program already developed,and then trying to get their program accepted. Turlington seldom ever comes forth with a program. He comes forth with an idea and a strategy and the program evolves out of that. He has been very successful with that.

DM: Different men, different approaches at different times.

CG: Right. And that is one thing, I think, that has caused Florida's education to rank as well as it does nationwide. We have been fortunate to have fairly long periods of educational leadership by those three people. Before them, Colin English had a good term; he was a very strong person for education. So, we have had four consecutive state leaders for fairly long periods of time. They were very different, all four of them. But they seemed to fit the period in which they were serving. I don't know how it happened, but it has been good for Florida.

RGS: We have been talking about the late 60's. That was when Carl Proehl became the director of the Division of Vocational Education. And the sense I have is that Carl never got everything he wanted from Floyd Christian. Can you describe the nature of that relationship?

CG: Let's see, Carl followed Dr. Williams, didn't he? Dr. Williams was viewed by some people more like a philosopher or a statesman or an academician. I worked with him and had great respect for him and enjoyed working with him. I believe that some people perceived him to not be as much of an advocate for vocational education as they would have liked. When Carl Proehl came in, he felt that his job was to be the spokesman for vocational education at the state level, and he was to advocate what the people in the field felt was really needed.

Dr. Proehl wanted the best possible. Those people who want so much, usually don't always get everything they want. But he was a lot like what we were talking about earlier; he came at a time when his type of leadership was needed, and I think he did one of the best jobs that any division director has ever done in state government, at least while I was here in the department and I've seen a lot of division directors. He did one of the best jobs for vocational education at the time.

It could be that part of his aggressiveness on behalf of vocational education might have been viewed as causing some of those internal inter-divisional issues that you mentioned earlier because he just

CG: wouldn't let other people do things that he thought were not right for vocational education. He spoke up and in so doing, people viewed him as being very oriented toward vocational education, maybe as though he didn't care about the rest of education. I knew him and I knew that was not the case. I knew that he was committed to total education. However, his job was to be the spokesman and to see that the needs of vocational education were met, and I think he did that very well.

RGS: Now, about this same time, was it a citizen's committee that Buddy McKay was associated with?

CG: That was not a true citizen's committee. It was legislatively established by a special committee, which McKay chaired as a legislator.

RGS: One of the recommendations in that report was to create a position called Associate Commissioner for Vocational Education. But it was never filled.

CG: Right.

RGS: How did that position get created and why didn't it get filled?

CG: That was part of the compromise as it developed in the 1969 reorganization, when there was to be no Division of Vocational Education; and then the decision was made to continue to have a Division of Vocational Education. The question was how to handle inter-divisional coordination, and how to prevent the controversies, which can't be resolved without the commissioner just arbitrarily resolving them. In the process, it was believed that if they would create a position in the office of the Commissioner of Education called the Associate Commissioner for Vocational Education, that individual would spend full-time on the coordination issues.

As we implemented the Governmental Reorganization Act, and got all the divisions created, Floyd Christian was fairly new in office at that time. He was a very strong administrator. He had been very successful in a large school district in handling his academic and vocational coordination problems. He didn't believe that he needed an intermediary. He thought that he could work directly with his division directors and could solve all those problems. Plus the fact that Tom Bailey, preceding Christian, had a deputy commissioner named Pat Chapman who was sort of the administrative deputy for the department.

Christian didn't want an administrative deputy; he wanted a deputy who was more of an instructionally-oriented person. So, he, Chapman retired. Johnny See, the superintendent in Marion County was appointed to take his place. He had a good reputation all over the state for being very strong in the instructional area and was liked by everybody. He was a peace-maker, a guy who could work out

CG: problems with people, and prevent problems from developing. So, with Christian being strong on the administrative, directive side and his new deputy, Johnny See being good on the human relations, leadership, curriculum and instruction side, he thought that having a third person for vocational education would be detrimental to a smooth operation and to the working of the divisions. So he just never filled the job, because he didn't want to weaken the power of his division directors.

He thought that he'd had success in Pinellas County by delegating full authority to all of his administrators to run their programs. He thought that it would create problems rather than solving problems to have a coordinator across the divisions separate from him and his chief deputy.

RGS: So, then in the early 70's, Carl Proehl resigned and was replaced by Joe Mills.

CG: Right.

RGS: Joe Mills had been an assistant superintendent.

CG: For vocational education in Pinellas County, where Christian had delegated to him the job of running their vocational programs and letting it be compatible with all the other goals of the district. He thought that if he brought Mills in to run the statewide program the way that he had run the district, that he would solve most of his inter-divisional coordinating problems.

RGS: So, Mills comes on the scene and governmental reorganization is behind us, but now, Turlington replaces Christian.

CG: Right.

RGS: And all of a sudden, there is reorganization within the Department of Education. Where did the impetus for reorganizing the Department of Education come from?

CG: That came from Turlington as the new commissioner. There was conversation in the legislature at the time about reducing the number of state employees--that is, cutting back in state level government. Those kind of issues seem to be with us always. But there was a strong movement and strong conversation about how the Department of Education had gotten too big with too many employees and needed to be cut down to size. Turlington, having been in the legislative branch, and just having been appointed to replace Christian as the commissioner, was close to the leadership of the legislature. He made a commitment to the legislature that he would cut ten percent or 100 positions (whichever one they wanted), from the department staff, if they would give him authority to reorganize the department however he saw fit. So, they passed a bill which granted him one year of freedom to reorganize units, whatever functions he wished, transfer them between divisions or

CG: whatever, move people, positions, whatever, for a year. After a year, he would no longer have that discretionary authority. He would be under the same policy that all other agencies would be. But, at the end of that year, he would have abolished 100 positions.

RGS: Being new in the Department of Education, he must have had to create some kind of mechanism to conceptualize and carry this out. What mechanism did he create?

CG: He appointed a special group which was chaired by Joe Cresse, who then was the state budget director in the Department of Administration. On that committee, he had a representative from each of the divisions of the department. He also had some legislative staff as members of that committee. But it was chaired by the state budget director, Joe Cresse, with legislative committee staff and representatives from each of the major divisions of the department to look at the functions in the department and to recommend to him an organizational structure that had 100 less positions than previously existed.

DM: By the end of that year, how extensive was the reorganization?

CG: It was very extensive. It covered the entire department, affected every division of the department, and it changed the top level management structure of the department, too.

DM: Can you explain how it did that?

CG: As I indicated before, Christian, having been the chief administrative person at the district level, was a very aggressive administrative person who enjoyed sitting at his desk going through lots of paperwork and making lots of decisions. He made very fast decisions. In fact, one of his weaknesses was that he made so many decisions that sometimes he contradicted himself. But, that was what he liked to do and so he prided himself on having administrative control of the day-to-day operations.

Turlington, on the other hand, said "I do not want to be a desk person. I do not want to be tied down to the administrative part. I know what my strength is. It is advocating strategy. It is policy development. It is a leadership role. It is a public relations role. And I want to be a spokesman for improving the policies and the funding for education. I do not want to sit in an office in Tallahassee and deal with administrative minutia. I want an organizational structure in which the administration gets done whether I'm there or not. I want to operate only with those things coming to me which require my involvement. I will choose to be involved in whatever I think is important, whenever I think it is important. But I don't want to go home at night, wondering whether or not there is something on my desk that needed to be tended to that didn't get looked at." So, he wanted an administrative organization where the department operated itself and everything

CG: that was supposed to be done was taken care of. His time was required only for the major issues, the policy issues and the strategy and not whether we hired a Secretary I in some bureau. That work would get done, anyway, regardless of who the commissioner was, and he didn't want to spend his time with it.

DM: So he was a manager rather than an administrator.

CG: Very much so. In fact, that may be due to the fact that he was a graduate of the Harvard Business School of Management and therefore he conceptually understood the role of a manager as compared to an administrator.

DM: Did the new organization, which was basically molded to his style of operation, change the relationship between the different divisions within the department?

CG: Yes, it did. In fact, we've had very little controversy between divisions since that reorganization, because as issues come up, they get resolved. They don't lay there and linger. Or at least, they get resolved as well as any other issues get resolved. It is not like you can get everything done.

But if it is an issue involving vocational education and junior colleges or vocational education and public schools, that one usually gets put off. Probably, too, Joe Mills' style of working with the other divisions was one that he had had experience with back in his school district. He knew how to work with the directors in the other programs as well as the other people in the field so that he could get things through the legislature. During the time that he and Christian worked together, a lot of those things had gotten resolved. It just seemed like we didn't have as many problems. The other thing was, in that particular reorganization we were much more clear about which functions fell within each of the divisions. So there were fewer unanswered questions. We still clearly said that the roles of the vocational division were program functions and coordinating functions. It didn't distribute the state money for vocational education that's in the FEFP, or the money for vocational education in the community college program. It didn't have the responsibililty of collecting data directly from the districts or the junior colleges. That came through the normal MIS functions. But the organizational policy said that whatever information that the division needed would be provided by the other system. In other words, they weren't to be cut off without any source of information. They continued to administer the federal vocational programs and developed the state plan. The process of developing the state plan was changed, so that now they have a state plan committee with representatives from all the other divisions. And we had a conflict resolution process written that if they did not reach agreement, that either division could forward the problem to the level of the commissioner's office and a decision would be made which was binding on a department-wide basis. We had several decisions early on that had to be made at the

CG: commissioner's level. I'd say most of the time, the decisions were the ones that the Division of Vocational Education was advocating, as contrasted with the ones that the Division of Community Colleges advocated. The community college position frequently was still in the context that the Doak Campbell study advocated--that all vocational programs should be under the junior colleges. Frequently, when we would get into a difference of opinion between the Junior College Division and the Vocational Division, the root of it normally goes back to the point where the junior college people wanted all the vocational programs in the junior colleges to be done separately from the total vocational program on a state-wide basis.

Our policy was that vocational programs of the same type, regardless of which delivery system, should be comparable and their offerings comparable, and that they should be part of our comprehensive vocational plan. So, we always were not too willing to support proposals which had two vocational plans in Florida: one in the junior colleges and one in the school districts. We always kept coming back to the fact that we wanted, even though we had two delivery systems, to have one comprehensive program that met the total needs of the state. Although in practice it seems that the junior colleges had a tendency to offer the more highly technical skill programs as compared to the area centers. But, other than that, we still tried to make sure we didn't have duplication or overlapping; we always tried to have a unified vocational program.

RGS: Where did the Golden papers fit into the whole scheme of things?

CG: The Golden papers were drafted in the early part of the Christian administration. There was some reorganization when he came in, too. Of course, that was part of the 1969 Governmental Reorganization Act. We had several divisions in the department prior to that and then we ended up with the four major divisions. Christian had a function at the commissioner's level which we called the Planning and Coordinating Function for all of education, because this was the first time all of education had been put in a single department.

Also, we had had the teacher strike in 1968. This was viewed as a sign of real problems in our education system. We had come to a point in which the classroom teachers refused to work. We agreed that never should anything like this be allowed to happen again. In working with the legislature during that period, we talked about how the policies of the previous twenty years had actually led us to the point where we'd had more and more centralization at the state level. We even had a statewide teacher's salary schedule; we appropriated the money, and the districts just followed it. So, we had a cycle: things would get so bad, we'd put in some money and then, we'd rock along.

But, what we said we wanted to do was to develop a state strategy for improving education which we called "organizational renewal."

CG: It would be a process in which we would decentralize the responsibility and the work. We would have greater centralized, more management-oriented state level policy initiatives. We would give greater flexibility for the use of resources and increase the capacity of the system to manage itself. So, the so-called Golden papers were a set of policy papers that outlined the state strategy for bringing about constructive change on a continuing basis. These papers tried to be much more clear about what the goals and the purposes of education were. They advocated having: a much better information system about how education was functioning, an improved resource allocation function, and a much better reporting system on the progress that was being made.

Those papers were prepared by people in the Department of Education and were adopted by the state board and subsequently incorporated in many of the laws passed by the legislature. They included the state assessment program, funding on a student basis, and the FEFP. The whole decentralization movement and our top quartile goal actually had their origination back there in that set of papers. But the way to get there was by developing a solid foundation. And once we had the foundation, then we could talk about a system for excellence.

The current goal says that student performance and faculty salaries increase jointly. It is a common goal and you can't succeed in one without succeeding on both. Those things have their foundation in those papers which were created as a long-range strategy for state policy. This strategy was intended to avoid getting to the point ever again where the professional people operating the schools and the policy-makers appropriating the money would be unable to reach agreement about what was best for this state and for its educational system.

DM: Have those been amended?

CG: They really have not. The policies that spun off from them are pretty much what we have now. People have talked about the need to restate our current strategies in some papers similar to that. Occasionally, I will make a little talk somewhere where we start that idea. But we don't ever commit it to writing.

DM: It's not bad, though, they have been in existance now for about twenty years?

RGS: Ten or twelve?

CG: Well, let's see, we wrote them in the late sixties, about twelve or thirteen years ago. The Golden papers is what they got named, when we wrote them. But state policy papers is what they were.

RGS: Were they also printed on goldenrod paper? Could these be the copies I saw on goldenrod paper?

CG: Yes, I think so. But I don't know whether that was by design. I think it was just to keep it from being on green, blue or white paper. Which is everything we had used up to that point. We were trying to use a color that was not commonly used so that people would recognize them as being something different and important. But, the fact that it turned out to be that color was not preplanned.

RGS: This is a "catch-all" question as we close the interview. In your experience what do you consider to be the one or two significant turning points in the development of education in Florida?

CG: I don't know. There have been a lot of turning points. In fact, I say to people, and I think this may be true, that Florida probably has in its statutes the most comprehensive set of current educational policies appropriate for the time we live in of any state. And I think that if I had to name one single thing that has had the greatest impact, I would say that it was the reapportionment of the legislature in 1968.

When the legislature failed to develop an acceptable reapportionment plan and the courts finally issued one, it vacated all of the House and Senate seats. We had a very short period of time to elect the House and the Senate and we ended up with a lot of new faces. That reapportionment shifted the majority of the legislators to younger people, people with more recent education, people who were more urban-oriented. Having a governor who didn't get along with the legislature, we stayed in special session continuously, one session after another, in which there were a lot of very bright, young, well-educated people, who had an opportunity to spend a lot of time in the legislature when we were trying to make a turn in education from that 1968 walk-out experience. I wonder where we would be on the plan that we laid out, had we not had a change in the legislature that supported those kinds of drastic changes. Change in large systems like we are talking about just doesn't happen. You have to make it happen; it doesn't happen by itself. You have to design strategies which are appropriate for the people and the times you are in.

We were fortunate enough to have had enough experience that we were able to take advantage of some opportunities and, out of that, we had a period of continuity. I believe that the reapportionment of the legislature at that point, in 1968, made it possible for some things that otherwise wouldn't have been able to have happened. The other thing, I think, is we have had some good continuity of state leadership since the 1968 period. That was when the constitution allowed the governor to have two terms instead of one, and we have had the period of continuity in leadership in the commissioners of education: the English, the Bailey, the Christian, and the Turlington periods. Those two things were very helpful. Maybe a third thing is that Florida was a very rapidly growing state and therefore, the revenue kept coming even though our tax policies were not necessarily appropriate to our ability to pay as

CG: compared to other states. The growth factor made us have revenue which allowed us to keep growing.

On the facilities end of it, I think it was earmarking some revenue sources which would allow us to have good construction plans and looking at some of the other southern states, Florida has relatively good modern facilities for universities, as well as junior colleges and vocational and public schools. That has been possible because we used some earmarked revenues and borrowed at a time when interest rates were not so high and that has paid great dividends when you consider inflation and other matters. It is just one of the best decisions we ever made in this state--to get our facilities in order. Those, probably, are the key factors. We haven't been smarter than anybody else. Just that we were able to package some things that were right at the time.

RGS: Do you have any more questions to ask David?

DM: I don't see how we could add to that.

RGS: Thank you for your comments, Mr. Golden. They have been very helpful to us in understanding some of the things that happened in Florida education and how they have had an impact on vocational education.

MARTINEZ BAKER

Martinez Baker was born in Fitzgerald, Georgia on April 19, 1923. He studied at Jacksonville Junior College in 1946-47 and later at Jacksonville University 1958-62, where he majored in business administration. He also attended the University of North Florida in 1975-76.

Mr. Baker owned Baker Electric Company, an electrical contracting business, from 1947 to 1969. He then assumed his current position as Director of Physical Plant and Security at Florida Junior College at Jacksonville, Florida. While at the junior college he has held the positions of Director of Physical Facilities, Director of Support Services, and Executive Director of Field Services.

Mr. Baker has also been actively involved in the community. He was a school board member in Duval County from 1955 to 1969. He served as president of the Florida School Board Association from 1967-1968. Mr. Baker also presided over the Jacksonville chapter of the Florida Electrical Contractors Association in 1958, and the American Institute of Plant Engineers in 1974-1975.

DOROTHY BROWN LOVE

Dorothy Brown Love was born in Jacksonville, Florida, on July 18, 1909. She graduated from Duval High School in Jacksonville in 1927. Mrs. Love then attended Florida State College for Women in Tallahassee. She graduated from FSCW in 1931 with an AB in Commerce. Mrs. Love began her post-graduate studies at the University of Florida in 1939. She complemented this with numerous extension and summer school courses.

Mrs. Love was elected president of her freshman class at the Florida State College for Women in 1927-28. She also chaired Torch Night, a major collegiate event, in 1929. In addition, Mrs. Love presided over her sorority chapter (Delta Delta Delta) in 1930-31.

Mrs. Love began teaching in the Duval County Public Schools in 1931 where she taught business subjects such as typing, shorthand, bookkeeping, and business English; she continued with the public schools until retirement. She was recognized as a master teacher by Delta Kappa Gamma International and as the outstanding business teacher in Duval County in 1967. Mrs. Love presided over the Duval County Business Education Council in 1967-68. She was active professionally and belonged to many local, state and national business-related organizations.

ANNE HAMILTON FRANZ

Mrs. Anne Hamiltion Franz was born in Columbus, Mississippi, on December 5, 1892. In 1910 she graduated from Franklin Academy in Columbus. She then attended Mississippi University for Women, where she graduated in 1914 with a BA with majors in history, economics, and voice. She began her post-graduate study in 1930 at the University of Alabama. She received a MAE in Administration and Supervision from the University of Florida in 1944.

From 1915 to 1917 Mrs. Franz taught history, algebra, and biology at Franklin Academy. The following year she taught American history at Miami High School in Miami, Florida. She married in 1918 and did not work again until 1930. From 1930 to 1933 she taught American history and Problems in American Democracy at Robert E. Lee High School in Jacksonville, Florida. In 1933 Mrs. Franz became the coordinator of the Jacksonville Plan at Lee High School. From 1935 to 1942 she was the county supervisor of the Distributive Cooperative Training Program for Duval County. She also worked to train other coordinators in other counties during this period. Some of her other duties included teaching classes in coordination and job analysis at the University of Florida summer school in Daytona Beach and conducting seminars to train DCT coordinators in the state of Missouri.

Mrs. Franz was very active in many professional and social organizations. Some of these include: National Retired Teachers Association, Duval County Retired Teachers Association, and Friends of Jacksonville University Library. She has also presided over many organizations: Charter President of Jacksonville Chapter of Zonta International, War Mothers of Duval County (World War II), Women of Riverside Presbyterian Church (1928, 1929), Tau Gamma Sigma (Women in Vocational Education), and three time president of Avondale Garden Circle. She was also selected "Woman of the Year in Education" by the Business and Professional Association. Mrs. Franz was the first woman elected to the State Board of the American Cancer Society and was an honorary member of the Board of Directors of the American Cancer Society. She has also received the Kentucky Colonel Award for twenty-five years with the American Cancer Society. Mrs. Franz has also been very active in the Riverside Presbyterian Church, where she taught the Bernice Warrington Bible Class for thirty years and was the first woman to speak from the pulpit. Mrs. Franz was also a member of Kappa Delta Pi and Phi Kappa Phi.

Mrs. Franz wrote "Funeral Directing and Management," which was used by the State Board of Funeral Directors for its licensing examination.

ELMORE JOHN SAARE

Elmore John Saare was born in Mr. Iron, Minnesota, on April 20, 1913. He graduated from Mr. Iron High School in 1931 and from Virginia Junior College in 1933. He received his BA in 1936 from Bradley University and his MA in Education in 1951 from the University of Florida.

Mr. Saare has had a long and active career in vocational education at both the secondary and postsecondary levels. From 1936 to 1941 he taught industrial arts and woodwork at Landon Junior-Senior High School in Jacksonville, Florida. During this time he also worked as the assistant coach for football and basketball. In 1941 he was a carpenter and foreman at Gibbs Shipyard in Jacksonville. In 1943 he was promoted to engineering draftsman in the Engineering Division there. In 1944 he returned to education as an instructor and department head of industrial arts, and as a basketball and football coach. In addition to teaching at the Jackson and Lee high schools, he taught cabinetmaking and boatbuilding in the evenings for the Duval County Public School Division of Vocational-Technical and Adult Education.

In 1959 Mr. Saare became the director of vocational, technical and adult education on the staff of the Duval County Superintendent of Schools. He served in this capacity until 1968 when he became the director of vocational, technical, and adult education for Florida Junior College at Jacksonville (FJC). The following year he became an assistant to the vice president for instruction at FJC. From 1971 until his retirement in 1983, Mr. Saare served as special projects coordinator on the Kent Campus of FJC. In this capacity he supervised Aviation Education, Pre-internship, Classroom and Instructor projects and taught Introduction to Education.

During his career, Mr. Saare participated in numerous social, professional, and civic organizations. He was a member of the Florida Association of Community Colleges, Florida Association of Teacher Educators, Florida Vocational Association (Life Member), Duval Vocational Association, and the Jacksonville General Apprenticeship Association. He was president of the Career and Technical Education Council, Child Guidance Clinic, Duval Vocational Education Association, Duval Industrial Arts Association. He was also a member of the board of directors of the Florida Association of Teacher Educators, and a member of the top management committee of the Sales and Marketing Executives.

Mr. Saare was an officer of several social and civic organizations and received several awards during his career. In 1967 he was awarded a life membership in the Florida Vocational Association for his outstanding service to vocational education. He was selected as one of the "Top Five" in vocational education in Florida in 1973. He also received a life membership in the Rudder Club of Jacksonville in 1967. The Southern Association of Colleges and Schools recognized him for his service to that organization as a visiting team member.

RGS: **This is Bob Stakenas, and today is October 14, 1982. Dave Mock is here with me at the Kent Campus of The Florida Junior College at Jacksonville. Here with us in John Saare's office are Anne Franz, Dorothy Love, Martinez Baker and John Saare. First I would like for each of you to describe your association with vocational education, and the first person I'm going to ask to do that is Dorothy Love. Dorothy, what was your association with vocational education in the Jacksonville area?**

DL: I was hired in 1931. I had just finished college and that was the only job available at that time in Duval County and the Duval County Public School system. The superintendent then was Mr. Rutherford, and he said I had to be placed. We were good old buddies, Mr. Rutherford and I. So I was listed as clerk in the vocational school at that time; well, it was called Part-Time School. Students came in on their lunch hours and brushed up on their skills: their typing, shorthand, bookkeeping, English or whatever. Also, high school subjects were given then and students were given credit after they had taken the prescribed number of hours. They were given high school credit by the high school in the area where they lived.

So I was there five years under one principal. She was very strict. At that time, the clocks all over the building had to be rung manually and guess who rang them? And I dared not be a minute late; I would have been fired. She had friends on the school board back in those days of 1931. And so anyway I rang the bells every hour. We had an eight-hour school day, from eight to four every hour. I thought it was the most wonderful place I had ever seen or had ever been in my life, and it really was.

Those were the years of the Great Depression, and so many people came in to school to brush up on their skills of shorthand, typing, bookkeeping, business English, office practice, including filing and all those things. It was just great. They also had a course in cosmetology. They had one at that time that was called home making; it later became home economics but it was called homemaking then. There was a shop which was down in the basement of the building. So, it covered a great many things besides two or three teachers teaching the academic subjects who gave high school credits for those; and those students eventually could get their high school diploma from the high school. There were no diplomas given from the Part-Time School, which later became known as a vocational school. But when I went in there it was called Part-Time School.

Robert Dolley, who was Director of Vocational Education then, had it changed to Vocational School, which was better--nobody understood what Part-Time meant. They thought we were in there part-time instead of practically ten hours there--ten hours a day. Because my principal wouldn't let me out. And at that time she also glared across at me and said "If I knew a member of my faculty smoked I would have her fired." Well, I smoked like a chimney in those days and I had cigarettes in my pocket book! I left them in

DL: the car and never brought them in that building again--never had time. So anyway, those were just a few little sidelights. She had a very tight ship. The material and the supplies for the Cosmetology Department were ordered through her office by me because she didn't trust the others. So anyway, it was just great. I loved it.

That principal did not cooperate at all with Mr. Dolley. In fact, she said he was just a whippersnapper of a boy. She would pass him in the hall and not speak. Well, after five years of that, I think he had had it. So she was transferred to an elementary school as principal. She wanted me to go with her, but, I was so sold on the vocational program that I wouldn't have left. They would have had to kick me out, so I was glad I had stayed there. I was there twelve years. I worked very hard and Mr. Dolley saw that I had the title of registrar and teacher, and I received a teacher's salary instead of one of a clerk, which was eighty dollars when I first went in. And so, working as hard as I did and I was very loyal to him. The school board asked if I would stay there and I said, "Yes. I would because I loved that program." I was there from 1931 to 1943, twelve years, and I left there when I became pregnant.

AF: May I say something, Bob? Later on when I became a supervisor of cooperative education work, I had an office in the building of the Part-Time School and I did all the placement and counseling. And women would come in with mauled hands and want typing and shorthand. They were 60 and 65 years old; they didn't know anything else. And I would say, "Well, what have you done?" "Well, I haven't done anything but keep house." "Well, how would you like to work in the house keeping department of a hotel?" "Well, that would be fine, because I've never been in a hotel. You tell me what I have to do." I would tell them what they had to do. So I would make contact for them in one of the hotels and they would go into the house keeping department. Then others that specialized in cooking, they had cooked for their families and they knew how to cook. I made arrangements for these women to go into salad making in the hotel and things like that, and then that was the placement work I did for the Part-Time School. That was seven years after.

DL: That was later because when I went there in 1931-1932, those years of the Great Depression, the cream of Jacksonville society came to brush up on their skills. They may have had typing in high school or they had gone to a business college. But we had very high class students. The people you are talking about were like others in the DCT work.

AF: Well, I was talking about the regular ones in the school, too.

DL: Before you came, we sent the vocational students, many who were well trained, out to the Naval Air Station. They needed employees. They were desperate at that time and so they hired a great many of our people. They paid well, and it was a very good outlet for our

DL: people there.

DM: When was this, the late 30's?

DL: No.

DM: When did the Naval Air Station need employees?

DL: When? Well, I don't know it might have been in 1937 or 1938. I don't remember.

MB: It was the late 30's and some even into the early 40's.

RGS: Anne Franz is going to speak next. Anne, when did you get started in vocational education in Jacksonville?

AF: My bachelor's degree was in history and political science, and I was teaching history. You might say that during the Depression we lost everything and I had to go to work in 1930. So I accepted a position at Lee High School to teach world history and problems in American democracy. And somehow Mr. Dolley just saw that I was rather successful with counseling and also with the students. And I have something here that I would like for you to know; how Cooperative Vocational Education started in the first place.

We didn't have a vocational school and we didn't have any money to do it with. They had a meeting down in Gulf Port, Mississippi, and the Directors of Vocational Education met there. As I said before, they didn't have any money to build a school so on the way back from Gulf Port, Mississippi, Mr. Dolley and Mr. (Clarence) Rakestraw who was the Southeastern Director of Vocational Education, U.S. Department of Education, conceived the idea of using the community as a school and they created the idea of Cooperative Vocational Education. "Well, people think the South is backward and poverty stricken and more productive of problems than solutions, and yet out of the South came the human experiment which may enrich the whole nation--this plan for Cooperative Vocational Education," so said Ray A. Benjamin, in an article in Forum Magazine in March 1940, and reprinted in Reader's Digest. When we started the program in 1933, the objective of the program at that time was threefold. It was to keep the students in high school until graduation during the critical period of the Depression; to train for employment and gain experience from performance, and to bridge the gap between graduation and employment.

The first step Mr. Dolley and Mr. Rakestraw did was to organize an advisory committee and I have a copy of all the people who were on the first advisory committee. This was in 1930. They represented every phase of work in Jacksonville and this committee was perfectly delighted by the idea that they could have a part in training because they needed employees and they needed employees that were trained.

AF: These students came an hour before regular school. They had an hour of related study with the coordinator in the school at that time. And they took two academic subjects. And then at noon they went on the job where they stayed during the afternoon for which they received credit toward graduation. They received no remuneration whatever at that time. Later on, when Franklin Roosevelt organized the National Youth Administration, he patterned it after this program, and paid the students thirty cents an hour to work around the school. They didn't work anywhere but around the school. Therefore, that program was not nearly as successful as the cooperative program we had.

The story is long and involved. In 1933, a group of Vocational Directors met in Gulf Port, Mississippi, and they tried to solve the vocational educational problem for boys and girls in the South. And their thoughts turned to trade schools, since the South was not industrialized and trade schools on a local basis were financially out of the question. It was decided to launch this movement by building an area trade school on the Gulf Coast of Mississippi, which would serve the areas of Biloxi, Gulf Port, and Pass Christian as a first experiment. Funds could not be secured for that period of economic depression and the plan failed to get the money and, as I said before, on the return trip the area supervisor of Vocational Education for the U. S. Government, Mr. C. E. Rakestraw, or Mr. Robert Dolley, conceived the idea of using the business community for training and development through co-op programs for high school juniors and seniors. The program was a two-year program at that time.

I have here a list of the first advisory committee and it represents practically every phase of business and profession in Duval County, which I would like to turn over to you. The system first employed a coordinator, and with the assistance of three high school principals, they only had three programs which were at Phillip B. Landon, Lee, and Jackson. They selected a group of students; twenty-six students were selected and placed in training. They brought a Mr. Comstock here from the University of Alabama and he served at 605 Ocean Street as a Head Coordinator at that time. Now, the secret of this program is that it involved students, schools, parents, and employers. As for my part in the program, they pulled me out of academic work and asked me to take over the program at Lee High School, which I did. I had the first employer/parent/student get together that ever was. Mr. T. T. Phillips, who was the President of Gulf Life Insurance, spoke and he said that he had only an eighth grade education and he was advising these students and parents of how important this program was.

The program, as I said, was diversified. We made a study of every form of business and industry in Jacksonville and by 1937, in one school alone, Lee High School, there were ninety students in there, but I would like for you to know as well as Mrs. Love would like for you to know, that the high school counselors and teachers, all of them, were against vocational education. In the first place, AF: they said to me, "How in the world, with your aristocratic background and your degrees, can you associate with those people?" I said, "Well, you just don't know what a good job they are doing. That's all." So, I, like Mrs. Love, was completely enamored with vocational education. So, we immediately began getting coordinators for the different schools.

Now, the first time in the program, students would have to go in the afternoon down to 605 Ocean Street, to get assignments from Mr. Comstock. But when I took over the program, I did a most unusual thing. I had a homeroom of juniors and seniors together, which had never been done before. They just thought it was a herculean task and it didn't amount to a thing in the world but keeping two school registers. That was all. But by having them together, during their related study, they could all get directly the same thing. The success of the program depended upon the type of coordinator that you had because when the students left at noon, the coordinator left, too. The coordinator was supposed to coordinate the student on the job, they were supposed to visit the home and parents, keep in touch with them. And many times, we found that some of them just didn't do it. I'm sorry to say that I had more success with women than I did with men. Because many of the men had other responsibilities and they were on a double job. And in the afternoons, I frequently couldn't find them. They were doing something else, rather than doing the coordination work. So, that _is_ the secret of it.

I told you about the first homeroom, which was condensed. Then in 1936, all paths were leading to Jacksonville and the eyes of the nation were upon us. And numerous people came from Maine, California, and Wisconsin. They are in a scrapbook up here that Marty has that I gave him. I remember that one day, a great big Cadillac drove up to 605 Ocean Street and this very fine middle-aged gentleman got out and he asked for me and he came in and said that he was on the school board of the State of Massachusetts and that he and his brother were chemists and they had invented Palm Beach fabric for men's suits. He did not have a college education, he had to work at any job that he could when he was young.

He was developing nylon hose and he said that they were at an experimental stage. His trunks had gone to Charleston, South Carolina, and he asked me, for telling him about the program and selling him so completely on it, if he might send me a box of hose? Which he did. And they were just gossamer hose, the most beautiful things you ever saw. So, I just went around showing my legs to everybody that I could see, and also showing the hose. So, you see, you have some very wonderful experiences with people you come in contact with.

But, also when NYA came in and modeled after our program, and paid its students, then I had to go back and resell my training agencies on paying the students. The minimum wage at that time was thirty cents an hour. So, I got in touch with Mr. Rakestraw and Mr. Dolley

AF: and the three of us prevailed upon the U.S. Office of Education to make an exception for students that wanted training and allow them to get two-thirds of that amount instead of the full amount. So, I had no trouble at all in reselling the program.

A coordinator's job was a very, very interesting job because you were thrown in with so many people. I spoke before every civic organization in the community. The Chamber of Commerce and the Civic Round Table, and they were so acquainted with the program that I had absolutely no difficulty at all in placing students. And when the Naval Air Station opened up and the Navy had no one for training; I opened three programs, one for Landon, one for Jackson and one for Lee, Jackson and Stanton. Landon was not large enough at that time, it was a combination junior/senior high school. These boys knew they were going to have to go into service and they wanted something to do, so the Naval Air Station bus went to each of these schools at noon and carried the students out to the Assembly and Overhaul Department of the Navy.

At that time, one of the students that I had in the program is now one of the leading chemical engineers in this part of the country, and that is W. W. Gay. Also, one of our circuit judges, Judge Harold Clark, was one of my students who was placed in a law office. They gave him his college education. He went to war and upon his return, they gave him his law education, then they took him into the firm. Now he is a circuit judge. That is the type of students that we had. In the meantime, IBM had started keypunching and then machines. So, I went to the insurance companies, we are quite an insurance center, you know, and they were putting in these machines from IBM and we placed these typing students with keypunching. At one time, three-fourths of the employees at Gulf Life, Prudential, and Independent Life were students who had been trained in this program. I have a copy here of eight boys that we placed with Southern Bell Telephone Company at that time and these boys before they retired had forty years of service. Every one of them were high officials of Southern Bell Telephone. So, here is a list of the eight boys and what they were. I also brought a list of the training contract that we had at that time that I thought you would be interested in. And, also, I have the first advisory committee here for you. Oh, I want to tell you that later on, the program was divided into CVE, Commercial Education, Cooperative Education.

DL: CBE, Commercial Business Education.

AF: Commercial Business Education, CBE and Distributive Education. That took away the diversification.

JS: You continued part of your DCT, though, didn't you? You continued part of your diversified cooperative training?

AF: Oh, yes, but they never did want us to place any students in their places, because you see, they had their own places. Oh, there was

AF: another thing I wanted to tell you, I stayed with this program as a supervisor for 27 years and during that time, I became very interested in the American Cancer Society and I had served as a volunteer county chairman. The doctors insisted that I take a leave of absence and organize Duval County under the National American Cancer Society as a pilot program, featuring education both public and professional. So, after the two years, I left a $10,000 salary to work for the Cancer Society for $200 a month. And after the two years were up, they persuaded me to stay on because I was organizing other American Cancer Society Units. And, in 1957, Marty, you tell them what you did.

MB: I probably need to start back before 1957. Now, I don't pretend to match wits with you experts, but in 1931 when Mrs. Love was over teaching them how to brush up on their typing, I was out at Riverview School about in the fourth grade. So, then my mother and father, with college backgrounds, always assumed that I was going to school for a minimum of 16 years, but with the economy as it was in 1937, it looked like I might be one of the many at that time that were drop-outs.

Well, I was in Jacksonville, my father had a serious illness and we were to the point where I had no choice but to contribute toward the family income. I remember that I had this friend who was in the Diversified Cooperative Training Program and he was sold on it. He worked at Penney's. I thought, well, that sounds great. I was not particularly interested at that time in sales, but I had to admit, I was looking for a way to provide an income to support my family so I could stay in school. And I remember that I enrolled in the DCT program, and I think the coordinator was Watchauk. I didn't have a job, but they had a sale at Penney's and I got to work a few days, but in the meantime I got out looking for my own job and, of course, jobs were not too easy to find at that time, even though, we were just getting paid two-thirds of thirty cents an hour.

And I recall this friend of the family's who was an electrician and he worked for the company and since I was not working and I asked, "Well, why can't I go with you?" He said, "That's fine." I had been with him previously, during the summer so I had picked up a few pointers. So one day, I was out here at Poplar Point, there used to be a Handy Dandy or some drive-in there and right behind it was a two-story house and I remember that was the time I got caught. That was the first time the employer realized I was working for him. As a matter of fact, he came up and said, "Who's the kid over there?" And he said, "That is Martinez Baker, he is a neighbor of mine and he is over here for experience." Well, he said, "He'll have to get experience someplace else because all he has to do is get hurt and we are in trouble." So, here I am, I had ridden over with the electrician and so, he is knocking me off and it is mid-afternoon, so I leave and he leaves, and I go back. I finish the day and I ride back with him. Two days later he catches me on the same job and he said, "I thought I told you the other

MB: day, you don't work for me, you get hurt, we got problems." The third time, he finally said, "Well, I am going to admit, you have won this, if you are determined, if you are so determined to work, that you are working for nothing. I have run you off three times and I'm going to hire you." I got my twenty cents an hour, I think it was. This was in 1948 about, when I finished high school. I did finish high school, went into the service, came back and worked for the same man who ran me off three times before he started paying me.

Some four years later I went into the contract business myself. In two years I bought the company that I had gone to work for. And with the Almighty, and a few people like Mrs. Franz, telling me when to turn and move, it was a successful contracting business. Then in 1954, I had been active in the Lion's Club and I was Chairman of the Education Committee and we had some problems. We had some confusion in the school system here, so it was suggested that I run for the school board, which didn't excite me a great deal, but I did and I was elected and I served for fourteen years.

At the time, we had a lot of experiences and I guess that I was a little partial to the vocational program because I had seen first hand what it had done for so many people. It was sort of floundering, and then in 1957, when we were trying to decide what is it? What's the problem? What could we do to improve the vocational program? What could we do to improve the cooperative training? So, I said, "Well, I know the one person who could put it back on track, if she is available." They said, "Who is that?" I said, "Mrs. Franz. Anne Franz." They said, "She is in retirement, she would never consider it." "I'd like to talk with her." So, when I talked with her, she thought sure enough I had lost my mind. Well, I guess it must have been a week or ten days later, she called me, she said "If I were interested in going with the school system." And she had questions and concerns about her retirement. I mean, what effect this would have and what would have to be done?

So I think, it was probably within three weeks from the time that I had first called her, I asked her to meet in the superintendent's office. And I remember he put the background together and he got the photographer and a journalist of the Times Union. I think he had a rather substantial write-up of Mrs. Franz and their getting back together and with Mrs. Franz coming back to the school system. So, then I knew she was doing a good job because almost immediately I heard people complaining about, "Well, we've always done it, why do we have to do it like this?" So I knew that she was getting things moving and so I thought we had it made, except that she decided after a while that she would like to retire again.

AF: That was in 1961.

MB: Of course, then we continued in our interest and, of course, as a school board member, I knew John Saare here and John wouldn't

MB: always agree on how to get there but our objectives were pretty much in agreement. John was professionally trained and I wasn't. We had six community colleges in Florida at the time, so we thought we needed one in Jacksonville. We had the Jacksonville Junior College, which is sometimes confused with Jacksonville University. But Jacksonville Junior College started out right across from the Green Derby, I guess it was, on Riverside and Rosell in an old two-story house there. But at any rate, we had to do something for a public community college here so we went to the legislature and the Department of Education and they gave us some guidance as to the persons we should see first and the ones that should be sold on it.

We were doing fine until we were going to have to come up with a six mill equivalency of our tax base here which did create a real problem. Then, we were on the priority list. By that time I was active on the Executive Committee for Florida School Board Association. The year I was president, we were able to go to the Ways & Means Committee of the legislature. At any rate, we were successful in getting what we wanted. But not by ourselves, Jack Matthews and Fred Schultz. Had it not been for them, I won't say we wouldn't have a college today, but we wouldn't have had one that year. Jack was President of the Senate and Fred was Speaker of the House. By that time, we had to pass up all the other opportunities we had in getting one just for Duval County because of the funding problem.

Then, I remember we had to periodically provide some proof of improvement in our condition in qualifying for a college in order to stay on the priority list. I remember when I served as assistant to the superintendent, we had failed to comply, which basically meant a document or letter to the state indicating that we had made a study that proved the need of a college here. But this was not done, and when I got a call from a contact in Tallahassee and he said, "Look, tomorrow is the deadline, if you don't get over here, you are going to be off the priority list." So I called and asked if we sent it in and he said, "No." I said, "Why is this?" He said, "It was a feeling we can't finance it, we are wasting our time, so I didn't send it in." So, without the background of getting a community college, without the background that our administrators had in the school system, out at my electric business, I dictated and my secretary typed the qualifying document for the community college and it was sent in.

Of course, shortly thereafter, we were going to get the money. At that point, we had to come up with thirty-six thousand dollars. I presented it to the board and one of the board members said "How in the hell do you think we are going to finance a college when we can't finance our 1-12? Now, it is K-12, then it was 1-12. But, one thing that was in our benefit, though, one morning this same board member called me and said, "Did you see this morning's paper?" "I read it, what did you have in mind?" He said, "Well, did you see where they are going to spend one hundred thousand

MB: dollars to make a survey to see whether or not we to need move Iverson Airport." He said, "If we can spend one hundred thousand dollars to determine whether we need an airport or not, if you want to bring it (the proposal for a vocational school) up again, I'll support it. We'll at least get it seconded." And we did and, of course, the rest is history.

But then, back to vocational training--here we were, the school system had control of the community college and we had a problem. The superintendent, not just here, but throughout the state, felt that if he gave him (the community college president) more recognition that he gave the high school principal out here, why, when election time came, he wouldn't stand a chance of getting re-elected. So they took the position and, I'd say almost without exception, that the community college was just another high school and that the president of the community college was the same level with the principal and this worked fine except for the fact that if you looked around, most of the community college presidents made more money than the principals. And second, they made more money than half the superintendents, which created a problem.

So, while I was still president of the School Boards Association, we went back to the State Department and to the legislature, asking them to remove the community colleges from the school boards. I remember the guy from West Florida that is called Red Barron; he said, "Let me ask you something, aren't you on the school board?" I said, "That's right." He said, "Don't you control the community colleges?" I said, "That's right, we do." He said, "And you're trying to give up something? Now, I've heard of people wanting to get more authority, but I've never heard of anybody wanting to give up some authority." So, I explained to him the reason and so, at any rate, we got more and more interest. Even the superintendents who were opposed to it initially, thought it would get the monkey off our backs. So the next thing we knew, Harley Blackburn, and a bunch of them, everything was going fine to take the community college out from under the school board. They said, "How are you going to govern it?" Well, we had an advisory committee that was sort of a take-off of the advisory committee that Mrs. Franz had started out years ago. As a matter of fact, there were five board members. Each board member initially selected his nominee, we selected a person to be on the advisory committee.

I'm pleased that my nomination, or my selection, was Fred Kent, and when I put his name in the pot, why, the superintendent on down, everybody said, "He is too controversial, he wouldn't have it if you offered it to him." Well, I didn't put his name in without contacting him first. So, in the Superintendent's office, I called Fred Kent and I told him we were in the Superintendent's office, we are in here, kicking around some possibilities for committee assignments for advisory committee. I wondered if you would serve? He said, "I'd be honored." I said, "Ish, you got any questions?" He said, "I didn't think he would take it." So, at any rate, we asked that the initial advisory committee members be your governing

MB: board, that is where your trustees came from.

The first trustees were the advisory board members and the Governor appointed them. They were selected initially by the board. Then we had another problem come up. We looked at the funding, and you wonder why there is such a large part of vocational programs in the college. The school board recognized that if it is under the community college, you get X number of dollars, and the operation funds were more liberal than for the community college and we had a tremendous capital outlay for facilities. So we moved at that time, the bulk of vocational programs over to the community college. And that is how John got a good job, he wasn't really sure whether he wanted to go to college or stay with the school system as I recall. This is how, because of the additional funding that was available through the junior college for vocational training, the bulk of it was transferred over to the community college, including the Adult Basic Education. Probably we are the only one in the state that has the . . .

JS: No, we are the only large city or county that has it in the community college. All the others, Miami, Tampa, West Palm is all within the county school system.

MB: At one time there was one other, I don't remember which one it was that had done the same thing. But I think the school board now with their facilities, would like to have it back. I don't know, maybe some of them would. But at any rate, I've seen it as a student. I've seen it as a diversified cooperative training employee. I've seen it as a school board member. I've been administrator for Florida Junior College. I had no idea that I'd ever be associated with a college. All campuses, purchasing, data processing, security, food service, bookstores, and maintenance. I am now director of the physical facilities and I no longer have the business responsibilities, but I do have the bookstores, the food service, the security police and maintenance, warehouse operations.

DM: What do you do in your spare time?

AF: This shows you what can be done. There is one thing I would like to say, that when I went back in 1957, that new high schools had been built, and the person who had been in before was mad, and he had committed himself to four men to be coordinators in his schools. Well, that was one reason I think that Martie and Ish Brant, who was the superintendent, wanted me to come back. I went back with the understanding that I reported only to the superintendent and that I had complete charge of personnel. Now, I know that men don't like to work for women. I love men, I've always gotten along better with men than I have with women any day. I'll take them two to one. But, on the other hand, they had selected the funniest people you've ever seen in your life. The problems I had with four coordinators, you would not believe. I don't know whether you'd like to hear it or not, but, anyhow, I got rid of all four of them. I had to decide everything from a "vasectomy" on up. So, I

AF: had to go look that up in the dictionary, I didn't know what it meant.

So, then, too, when I went back in, I found out that we were going to have to know more about the students. What they really could do and where they really belonged. And so, the employment office of the state and the government, I guess it is government, because all the unemployed people go there. Anyhow, they gave tests which was the GATB, which is a general aptitude battery of tests. Well, of course, in my college work, I had had testing and measurement and so on, so I wrote to them. It was a lot of gall on my part to ask them if I could not give those tests to the applicants for diversified cooperative training. After they found out the background that I had and the college work that I had done, they gave permission for me to do it.

So, on the days that they were not testing, I took my car, for which I was allowed twenty dollars a month to operate over the county, and I would load up the manual dexterity part of the GATB. The school board did buy the written part that had to be done, so I went personally to each one of the schools and had all the new applicants for the next year. I spent one day with them having them come into the library where all the tables were and they had to take a pencil and paper test, which they did. And then, the next day they had to take the manual dexterity test, which they did.

Well, a great problem arose at that time. That was the problem with blacks. You see, I had the black schools as well as the whites and they were separated at that time. And the black schools really knew so little at that time. They knew so little at that time that they did not score on the test and it was the hardest thing in the world for me to place them anywhere. I did not have but one black training agency in the whole city, and that was a photographer. I tried to create places for them and I got the school board to let me use some of them as assistant clerks in the elementary schools. Well, under that, they would have to stand a civil service test, so I went up to the Civil Service Board and the director there said, "Well, I don't believe that they can stand this test." So we modified the test in every way. We put typing down below 60 words a minute; it was down to 30 words a minute and shorthand less than that, and arithmetic and the other things.

I had all of them that were interested in that type of work to come to Stanton High School and we moved the typewriters and set everything up for them. And you know there was not a single one of them that could pass even that. But we took them on special dispensation and put some of them in the schools. Then, I went to a hospital; we had a black hospital at the time operated by the Methodist Church, Brewster Hospital. And I wanted to put them in as nursing aides, that was before nursing aides were trained like they are now, and the problem was that they would have to have a uniform. So then, I went to the Kiwanis Club. I asked the Kiwanis Club to give me the money to buy the material and I went to another

AF: club to get them to give me the money to have a dressmaker make the uniforms. And we slotted them in that program. So, it was constant creation of a program for them, and that was, of course, quite a problem. But, we tried to do everything in the world we could for them.

But one of the things that was a keynote in the DCT was related study and I was determined that the related study was going to be meaningful. I knew that they were going to have to pay social security. Later on they were going to have to pay income tax. They were going to have to bank. They were going to have to purchase their own clothing and do things of that kind. And also, they should know some of employer-employee relations. Now the unions will not take anybody in the program because they require the high school diploma for their apprenticeship program. So therefore, I couldn't place anyone in any of the union controlled operations. So I had to have the Social Security (person) go with me to each school and they explained everything to them about social security. I had the Internal Revenue do the same thing. I had a banker from the Savings & Loan to come, Mr. Delevan Baldwin, and he went to each one of the schools with me and explained it, showed them how they could start a savings account and what they could do. I had a clothing teacher one morning, in their related study, to come in and show them fabrics and clothes, things that were good merchandise, things that were poor merchandise, what to look for, how to spend their money, how they could coordinate their clothes, how they could do this and how they could do that, and then, of course, employer-employee relations.

We had employer-employee banquets. Now most of these children had not been trained at home and therefore, we put on a mock banquet in each school beforehand to show them how they were to treat their employer. And to show the boys how they were to treat the girls; pull out the chairs, and so forth and so on. And the funny thing was, that the girls, you know, the poor little things had never had anything and they would say, "We want a corsage." Well, I said, "Now, if you tell anybody you want a corsage, they are not going to give it to you." But nine times out of ten, an employer gave them a corsage. So here they would come, all decorated with a corsage, four hundred and fifty at a banquet. They used their knives and forks correctly and things like that. I just had the best time with it there ever was in the world. And when I listen to President Reagan, and I am going to tell you that I am all for him, and he signed this bill on youth training. I know that the states are going to have a lot to do with it and I think there are some things that you should be cognizant of. I wrote down some of the things that I think you ought to really look for. It is aid to dependent children, and they should be required to stay in school. When the teachers in Duval County went on strike, and I was retired, I went back in because I didn't believe in strikes.

DL: I did not go out.

AF: Well, I did, I went in, I was on staff.

DL: I mean I didn't go on strike. I was teaching in the high school.

AF: No, you weren't on strike. Some went out and some went in. Anyhow, I chose a junior high school and a senior high school. I had never been in a junior high school in my life. The minute I walked into the room I knew whether that teacher before me had done a good job. In the very beginning I told them, "Now, listen, I am not a baby sitter. I'm not a policeman, I am a teacher, and you are going to learn whether you want to or not." They couldn't read, they couldn't write, they couldn't spell. They still can't, and get a diploma. All that social promotion! But now I'm very happy to say that the Duval County school system is very different. And we really have a very, very high standing at the present time. I think they have done a good thing.

Then there is another thing that I think that if this program comes through, we have a law that says they must stay in school until they are 16 years old or they have completed the 8th grade. All right, make them do it. That is the trouble with the blacks. That is why they are walking around. They don't want anything. They don't want to get it done. And yet, the parents are getting aid to dependent children. So, the two are tied in together. Another thing that I think you certainly ought to have is a wonderful advisory committee, and survey the community completely to know what type of jobs are really in this program--I meant, that will fit into the program.

Now the State Employment, don't let State Employment get a foothold in your program. Because they can't do the job. They simply take an application and you know what it is. They'll say, "Have you looked for a job?" Well, you don't have to take any kind of job you don't want. So therefore, they get their unemployment checks and they go on. So, I think you ought to watch that.

Now, we have some skills centers in Duval County. Have you been in the skills centers? Well, I haven't, but I want to tell you this. There is no skills center that will equal training on the job. I'll tell you why. You cannot afford the equipment. You cannot afford the supervision. And they do not get the training that they need. Now, they are good for certain things. Another thing is that the schools primarily try to keep all the best students out of there. I read in the paper the other day, where this high school principal had said that those students enrolled in the skills centers are not going to graduate with their class and they cannot walk up and get a diploma, right here in Duval County.

DL: I don't want to interrupt you, but I know about the principals and the areas in which the schools are located. I retired for 12 years and then I went back. My field was business education, that was all of my training. I taught eight years in Dupont High School, then Wolfson was built the following year and I taught eight years

DL: there. Dupont High School and Wolfson High School were called among the principals and the people out there, 'College Preparatory Schools'. The principal, especially at Wolfson, now he did a tremendous job . . .

AF: For college and football.

DL: No. He had to combine Dupont, which was out of commission because it became a junior high when they built Wolfson and they all went over to Wolfson for senior high school. He did a wonderful job combining Landon and Dupont because they all had to go to Wolfson. But this was an area of very rich people. They never let you forget it. And the guidance department in Wolfson High School and the head of it was one of my dearest friends. But she is dead now. Anyway, she was instructed by the principal,"You don't send people, you don't place them in that business department."

I was a department head and had ten teachers under me and we had a whole wing. But the guidance department wouldn't put anybody in there. "They were all college people. Didn't we understand?" And here were these poor people who needed it. They would get their first training in, say typewriting, business English, things like that, and I taught all those subjects, commercial law and I don't know what all, everything. But, as department head, I made the schedule for myself, keeping first and second year shorthand, first and second year typing, all those things for myself. I thought I should. I gave a great deal of time.

But anyway, those principals in both schools, see this was an affluent area, and all the people were going to college. Well, everybody is not college material, you know that as well as I do. But, their parents had the money, and they were going! They might have walked in, and after the first semester, they'd have been booted out or got out because they couldn't take it, a lot of those people, unless they were real serious about college. But anyway, I loved the high school, not as much as I did the vocational training. But then vocational training disappeared from the face of the earth. And I just never, never got over that. They built that technical high school. By the way, I never went there. They built that after I left. We said it was out in the sticks.

MB: That was built about 1936 or 1937, wasn't it?

AF: And that was political. Oh gosh, that was terrible. It was to have been . . . Mr. Dolley wanted it where the Prudential and the Baptist Hospital are now, right there on the river. And they had that land all ready for it. Politics got into it and they put it out in the woods, out there where not even the busses went.

JS: It was not accessible. I was here at the time. I recall the problem. It couldn't have been more centrally located if it had been those two bridges there. Dailey selected it. But then, as I got it through the grapevine, someone on the board owns, or a

JS: friend of someone on the board, owned that property where it was built and it was very, very inaccessible and so it had problems. You started out first, as I understood, Jacksonville School of Technology and then later changed to name to Tech High. And it was first, adults, originally. And then, because veterans came into it, and as the veterans programs diminished, then the high school students came in and there were primarily high school programs for a good part of the time, except for the evening division.

AF: When was that school built? That's one of the questions you've got here?

JS: Well, I don't have the exact figure, but I remember that I came to Jacksonville in 1936.

AF: Was Ted Dewitt on the school board?

JS: No, it was before Ted Dewitt came on.

DL: Well, it didn't open until after 1943 I think, because I left the vocational school downtown in 1943 and that thing wasn't built.

MB: I think it was being built in 1941. I don't know if it was occupied that year but that was about the time it was built. They sort of threatened some of the students in our class that, "If you don't shape up, you're going to be shipped out to Tech." There was conversation about it the last year I was there.

JS: This was true. It was sort of a threat for people, unless they behaved in the school, they would be sent to Tech High. Then all the misfits and those that couldn't make it went there, which made it difficult for the instructors and the administration there. But they did reclaim a lot of students that couldn't make it elsewhere anyway, in spite of it. I don't know the exact dates, but we can get them, because it is part of the vocational history of Jacksonville, Duval County. So, I can get that.

MB: And from time-to-time, they had good programs there.

JS: That's right. They had an excellent aviation program there at one time. And they had the practical nurse training program, dental assistants program; they had many good programs in operation there, under very difficult circumstances. I can get that information and I can mail it, because I don't have it. It happened after I came to Jacksonville I remember because when Mrs. Franz mentioned the fact about this location, I remember that because I thought that would have been the ideal place for it. Do you want me to start in? Are the others through?

RGS: Would you? You said you came to Jacksonville in 1936. What were you doing before that?

JS: Well, I graduated from . . . this wouldn't be exactly complimentary for Duval County.

AF: You were an industrial arts man first.

JS: Yes, I majored in industrial arts and vocational. When I was in high school, in the back of my mind I wanted to come into vocational education. I knew that, that was part of my goal. There were three goals, one of three things: I wanted to be a forester, I wanted to go into aviation, I wanted to go into vocational and related industrial arts education. One of those three was what I was going to go into.

Well, a friend of mine from my home town went to Bradley Tech--at that time, Bradley University now--which is a school known for its training in vocational programs and industrial arts, the Bradley Tech includes the arts as well. I went there and majored in the building trades. My major area in the building trades was engineering and architectural drafting. When I graduated, I wanted to be prepared in three directions: one, vocationally in the building trades, then in the teaching fields--biology or industrial arts.

At that time, job opportunities in Duval County varied between 500 to 600 and 700 vacancies; there were that many vacancies, so anybody could get a job. I applied for a job. I was going to spend two years here. I really wanted to go back to my hometown in northern Minnesota. The pay was three times greater there than here. People didn't resign or retire, they just died in their jobs. I never had a chance. But in the meantime, I learned to like Jacksonville. I fell in love with it. To make a living here, while I was teaching, oftentimes I had as many as three and four jobs at one time. At the high school in the day time, I served as assistant coach after school hours. Part of the time, I served as a claim adjuster for Mayflower Transfer, making evaluation damage, I'd make a bid on repairing and I got about 90 to 95% of that. I taught in evening programs, adult programs for ten years. Five years, as a teacher in cabinet making and upholstery, then five years I was instructor of boat building. It was at the time I was teaching boat building, along with teaching and coaching in the Department of Industrial Arts. At that time, I had an application with the United States Department of Education, it was for a job in Rio (de Janiero).

I was applying for the Directorship of Vocational Education through the U. S. Department of Education overseas. I was teaching a summer program at that time, Ish Brant, Superintendent, called to the swimming pool on southside, and said, "John, I want to offer you a job as principal of Central Adult School." I said, "I don't want any job at Central Adult School." "How about being a supervisor for the adult education?" "No going." A couple of days went by, he called me at 10:00 o'clock in the evening, "How'd you like to be Director of Vocational Education?" Well, in back of my mind that was what I had been preparing for because I had worked five

JS: summers for the Wheeling Steel Corporation, building up work experience.

At that time, it was my understanding, you had to have five years experience in an occupation. So, I was building up toward five years. Well, I had the five summers with Wheeling Steel Corporation. Later, I had three years in the shipyard under construction, building up my time, hoping that someday, I could apply through it for a job. It was just like talking to this wall there, I knew I wasn't going to have a chance to get a job in Duval County until I applied for the job. That's the way jobs come, if you don't want it, then they want to give it to you. So finally, Marty was at this meeting, they called me in for an interview. The school board had only five members, Marty was there, Stokes, and Johnson, Searcy and I forget who all. They started asking about my experience, I said, "Well, I taught ten summers in the swimming program, lifesaving swimming; I taught 22 years of industrial arts and as department head, I was assistant coach for 14 years and I was a football and basketball official for 12 years." I remember Ray Davis, who said, "Wait a minute, let me interrupt here, you'd have to be 200 years old to have had all those years experience." I had to explain that these things were going on concurrently as I was going along. Then finally, after the interview, I don't know if you recall this, but Marty said, "But you're not certified in adult education."

MB: I was the one that questioned John's appointment to the board.

DL: So was I.

MB: Of course we had his record there, and I said, "John is not certified." So when John got through telling what all he'd done, I said, "Well, John, if you couldn't keep a job any longer than that, jumping from one thing to another, how in the world do you think you are going to do this job?" At any rate, while I was the one that probably gave him the greatest discomfort while he was being interviewed, in later years, he knew where he could go for support. So, he made the grade.

JS: I was certified at the time, but I didn't have it on my certificate. I had all my credits evaluated when I got my Master's degree. It was for Administration which included Vocational Education.

MB: Well I don't think it is the same as 'twas then. You said you were certified, but it wasn't on your certificate.

JS: It was not on my certificate, you are right. So when I applied to find out what additional I had to have on my certificate, to be certified, they came out and said, "You are almost over certified!" Because I had all these areas in the vocational subjects, the theory and administration. But I never had requested to put them on my certificate. I happened to be aware at that time, I had taken

JS: three hours under somebody in Administration, adult level. I said, "I'm lacking three hours." (Actually, Adult Certification was not needed.)

AF: Well, I can tell you right now, there is a whole vocational program in Duval County that was due to Robert D. Dolley. He went from here to the State and when we lost him, we lost really our main peg.

JS: We didn't all share this opinion.

DL: Anne, why don't we tell them some goodies about the public school that we had here?

JS: Let me finish here. The department was in chaos when I came in. If you remember, Fortner had been terminated/fired. They appointed George Davis. He had accepted it for two weeks and then he resigned to accept a job with the State Department of Education. Shortly after that he died while he was at the State Department. Prior to George, there was Dr. Fortner and while Dr. Fortner was serving as head of the program, things fell apart at the seams. Remember W. D. (William DeVaughn) Sweet was principal. He misunderstood a directive from Ish Brant, Superintendent, to appoint some black instructors to Stanton. He was overstaffed so there was a money problem. Fortner didn't check it, so he got in trouble.

I came into this chaotic condition where everything was split at the seams. You were responsible directly to the Superintendent. Margaret Long reported directly to Orville Calhoun. There was kind of a situation where I had to try to pull a lot of loose ends together and I was the rookie coming in. I had an idea of what I wanted to do and I was going to do it all inside of one year. It didn't take long to learn that this was something that you don't put together in one year. But what happened, shortly afterwards, did you retire before the Peabody Study was completed? The Peabody Study. Remember that? Well, for some reason or other, we got the best report of the Duval County School system. Dr. Cy Anderson accused me, he said, "John, I know you paid off Dr. Quigley, because you couldn't have gotten a better report than any other part of the county."

It is still in print showing where we got the best report. In fact, my salary got jumped up several thousand dollars when they saw this. I was getting seven thousand dollars a year. The Director of Vocational Education of Miami-Dade was making twenty-four thousand dollars, and we were the second largest vocational program in the southeast, not only in the state of Florida, but second largest in the whole southeast, counting Atlanta, Dallas and Houston. I had all those statistics to prove it. Anyway, they corrected the salary then. We went through the comprehensive school program. The Peabody Study recommended the comprehensive schools and then we had six of the high schools designated as comprehensive schools. We got an advisory committee organized which made all these

JS: recommendations. We had two studies made, student interest surveys and the industry needs surveys. These determined the offerings in the different schools.

To educate the principals was a job in itself, too. Because there was a feeling of "We don't want to have our status lowered, with vocational programs." But once the programs got in operation, principals began to ask for the programs. A lot of this information I can get down in writing, I know we have a limited amount of time here. It was some time ago, I used to call Mrs. Franz "Anne", so if I slip here once in awhile, even though she is my senior here, I'm getting pretty close to years. Dorothy belongs, she's taught both of our children.

DL: I sure did, beautiful children.

JS: Sanna and our son. Now, we both attend the same church, so we get to see each other quite often.

MB: You go to church, John?

JS: Every Sunday! I need it!

AF: I told Dorothy I talked to you, "Oh, yes, she goes to my church." I said, "You mean you go to their church!" Of course, they run it.

JS: I will supplement some of this, but at the time I took the responsibility I was being considered for a job in Rio and I was really saying "no" and "no". The stronger I said "no", the more determined Ish was. You know, I wasn't playing negative psychology, it just happened that way. I took a thousand dollars a year cut to take the directorship job because at the time when I was teaching and coaching, and teaching boat building, I was making a thousand dollars a year more than I did to be the director.

AF: Well, look what I did for the Cancer Society.

JS: Okay, well these are some of the things, but I believe in it. This was my goal from the time I was in high school, to head up a vocational program. While I was director, I was invited down to Daytona Beach and I almost didn't go. But I said, "I guess I better go." The Florida Vocational Association had a special conference there and the meeting proceeded through. Then the chairman said, "Now we will come together for the purpose of this meeting." "Great, what is it?" "We now want John Saare. Will you stand up, please?" I said, "Okay, fine." "The Florida Association wants to extend this particular life membership to you for the Florida Vocational Program, for being able to put together a program in vocational education under all the adverse conditions in Duval County." In 1970, after I was through being Director, (I only served as Director for the college for one year, so that was the year following), the Association selected me as one of the five top

JS: contenders for the Carl Proehl Award for Vocational Education. But as Anne would say, it takes more than one person to do it, you have to have a whole staff.

I have to add this one thing about cooperative education, because this was about in 1974 or 1975. They had a special meeting in the Seaboard Coastline Building. They had a person from Massachusetts and then somebody from Texas. They had invited all those top educators and I sort of came in by a shirt-tail invitation and they started talking, saying "Ladies and gentlemen, we have come to the conclusion after many findings and serious study, that if we can have the high school student that is enrolled here, go work part-time, experience could be gained in business and industry to supplement this." I said, "Are you talking about cooperative education?" And the chairman said, "Sir, you don't understand what we are talking about." And then, he said, "Wait a second. What's this man talking about here?" I said, "We have it in Duval County."

AF: You started it!

JS: They said, "That's right." I said, "In 1933, cooperative education." I said 1933, although I didn't know the exact date. He said, "Tell me more." That was the Chairman. The other presenter said, "We don't want to hear him." They thought they were introducing something completely and totally new to the select educators here. Isn't that something?

MB: John, I think one thing that these gentlemen would appreciate is, initially it was not called "Diversified Cooperative Education," it was called "The Jacksonville Plan." We've the documents up here to prove it. Now, I'm not going to let you have this material, because Mrs. Franz gave it to me twice. She gave it to me once when she retired, or after she retired and then we got her back in the school system. Every once in a while, in a nice way, she would ask me about that material and I'd say, "Mrs. Franz, why don't you take that material? You are back in the swing of things and you need it." So, she did. I thought that would be the last I'd see it, but, here.

AF: He invited me to dinner!

MB: About a year ago, she came over to dinner one evening, and she came lugging her scrapbooks and she left one so I now have it. But it would be worth your time and then some, just to browse through those books. It starts back when they didn't even know what to call it. But it finally settled down as the Jacksonville Plan.

AF: They even advertised Jacksonville on the television program.

MB: Georgia Tech also gave credit to Jacksonville for their program. Their's is slightly different from ours. Instead of working everyday, they go for three months and then they are back in classes for

MB: a month. If anybody wants to take issue and say, "DCT Cooperative Training was started someplace else," they need only to look at this because it is documented in so many different ways. I'm not the expert. I'm where the work is usually. As good as it is, our vocational program is in sad shape. And probably Ben Weidleman would see if he could find me a place where I couldn't talk to people if he heard me say that. Yet, it has done a tremendous amount of good. As a look-see, if I was going to have to decide what the problem was, I think it would be the concept or the perception of vocational training, I have never met an intelligent person that was not 100% or 1,000% in support of vocational education--but not for his kids! We have such a stigma on vocational--on work--that nobody wants their child to be in a vocational program! Part of the problem is ours, as educators.

AF: They want them to be above what they were.

MB: I think the problem is . . . we start these skills centers. We get the vocational programs on the downtown campus and what happens? Because we are funded on the basis of FTE, everybody that we can get out there we wave in the door so we can sign them up. It means money, so we get them in there. You go in there and look in the class, three of them have their heads on their desk snoring. You look over here, you have got one that has already set down on the floor. I mean, on the floor and he is "not all there." You've got three more in the restrooms; they are down there trying to get out and they have locked themselves in the closet, smoking marijuana. We are no different here than elsewhere.

The problem is, number one, we need to change the image of vocational training. You will see some organization come in here and they will start classes, and it can be for medical technicians and they put an ad in there, and it sounds so good, they will go down and pay money for it. What happens? We go out here and sign up people, if we can get the names, and try to sell them on it and they go over there and then you'd find if you looked around, half of those people don't want to be in class anyhow. And as a result, there is no incentive. If people paid money to go get it somewhere else, why won't they come in ours? Maybe it's because we water it down so with people who don't want to be in the class that we don't have a chance with those people.

JS: Let me explain this. I personally teach a couple of classes and I have five vocational teachers in the class now. But I was at a vocational dinner, a week ago Saturday at the Naval Air Station, and one of the instructors in small engines said, "I was scared to death when we were told we had to jump our tuition up to $25.00 because it had been only $4.00 for registration. I've got more students than I ever had before, and this was after they increased the tuition." So, it does screen out the culls; because if you pay just a little bit more, you are expecting just a little bit more. But I want to add to what Marty said, and I found this out before I came to the college, when I was director for the County School

JS: system, certain persons applied for jobs to teach in the county system. They couldn't qualify to teach vocational programs, so they said, "I'll go over to the junior college and teach." The qualifications were less to teach for the college than they were here! The Division of Vocational Education had far more strict requirements to teach in the area vocational schools and the county vocational program than for the college. And right now, we have our own certification system that you can bend any way you want to.

AF: John, let me tell them about the vocational school that Mr. Dolley had under the University of Florida at Daytona Beach.

DL: It started in 1938. Anne and I were there and we were about the only people with a college degree.

AF: Oh, certainly! Everybody thought I was crazy to be associated with those people! I went on, though. We had the biggest people in the country. We had Rosenberg teaching in business arithmetic.

DL: Didn't Skipper Allen come? I met him.

AF: Yes, we had him, we had Guy Via from the Newport News Shipbuilding. We had the biggest teachers in the country.

DL: And Violet O'Reilly from New Orleans, from the vocational school.

AF: I taught coordination and job analysis. The funny thing is, my niece graduated from Cornell and then got a Master's Degree from Harvard. She is the daughter of Lee Adams, the famous artist who was killed. She married a very brilliant professor at Harvard, who is a psychologist and old enough to be her grandfather, not her father, but her grandfather. But anyhow, he has a business on the side that is exactly like my cooperative vocational education. When they came down here and he sat to the side of me at dinner, he couldn't understand how any woman could do it. When I told him about making job analysis and all these things, he said, "You mean that you could make job analysis?" I said, "Well, certainly I can make job analysis! We were taught it! Absolutely!" But after I got into this, I went to the University of Florida and I took my Master's Degree there in Administration and Supervision. I also have twenty-four hours on my doctorate. I wrote my dissertation. You know what my dissertation is? "Funeral Direction and Management."

MB: Mrs. Franz, let me interrupt. I'm like when I talk about my daughters when I'm talking about funerals! Do you know who wrote the first textbook anywhere on funeral directing? Mrs. Franz! (A copy is in Library at The University of Florida, Gainesville.)

AF: In the United States.

MB: In the United States, she has it, and I defy you to look at it and find anything wrong with it. The truth of the matter is, as I

MB: recall, all you knew about funerals at that time was what you had experienced while attending. So she did the research and everything.

AF: You know, the funniest thing in the world, many funeral directors don't have much education. They used to sell caskets in hardware stores. Well, anyhow, Mr. Kyle was head of the funeral directors and he knew I had students. Funeral directors had ambulances. On account of ambulances, all the boys wanted to be a funeral director. So I had them placed with all the funeral directors around, driving ambulances. Well, they had to have related study. So therefore, I met with the state board and they gave me material and I wrote the first course in related study.

Well, after I did that in related study, they said that they gave examinations and that they had nothing to base their examination on, and that many times when a person was trained under one funeral director, he did a different type of operation from the other and that they had been challenged and taken to court. So they said, "Therefore, we want a textbook that we can stand the examination on. We want you to write the textbook." I said, "I can't write the textbook." "Oh yes, you can. Yes, you can." I said, "Well, now I'll tell you what I'll do. What do you want in it?" "We don't know. You know what to put in it." I said, "All right."

So, I made out a list of things that they would be interested in, everything from a Jewish funeral to a Catholic funeral to a Protestant funeral to arrangement of flowers, to consolation with the families, selling caskets, doing everything else. I gave it to them and they selected what they wanted, and I said, "Well now, you are going to have to tell me something about some of these things." And they said, "Well, that's official." Guy Sheashole was a big politician, and he always gave a barbecue at his crematorium. They gave me the rest of these men and I said, "I will write a letter, but it will have to be written on your letterhead and you will have to sign it. Because they don't know me." They said, "Oh well, that is all right."

So, I wrote the letter to them and said we were trying to compile this book with which they could stand the examination and I said, "I understand that you are the outstanding person in the United States in this field. Would you be willing to help us by writing a chapter on this particular thing?" They wrote back and said they didn't know how to do it. So, of course, it had to have a plan, so I made an outline, just like I would for a student. I made an outline for each one of them. They filled in the outline and fixed it. Then I wrote the book. We got the book together and I had the funeral directors in the state read it. It was printed over at St. Augustine and that is my dissertation for my doctorate, that I haven't finished.

MB: She gave me a copy of that and then found that she had given her last copy away, so she has it now. She brought the archives, the

MB: scrapbooks, and gave them to me. You still have the textbook on the other? I mean it is all right for you to have it.

RGS: In our oral history, we'd like to find out what some of the people who got a lot of things done were really like. For example, what kind of person was Bob Dolley?

DL: Demanding, domineering, any kind of adjective I can think of. However, with that, he was the smartest man that I ever worked with and I have worked with an awful lot. And if I went in for a conference with him, which I had to quite often because I became the registrar there at the school and interviewed hundreds and hundreds of people. Anyway, if we sat down to talk, he knew what I was going to say long before I said it. He was very shrewd. He just knew people and the work. Very familiar with every phase of vocational education.

RGS: What did he look like as a person? Was he a big person?

DL: Yes, he was large.

MB: Well, he was large in comparison with the students, he was more medium built, in my judgment.

DL: Right. But, he was a big man. And, he had a little mustache. I just wonder, have you got any pictures of Bob Dolley in there, by any chance?

AF: Yes, I think I have.

MB: How big a person would you think Dolley was? Big, medium or small?

DL: I think he was big.

JS: I thought of him as being medium-slight.

DL: Anne, what do you think? Was Bob Dolley big, medium, or small?

AF: Oh, he was a large man.

JS: Oh, I always thought of him as being slight.

DL: No, he's not slight at all, he was a big man.

JS: In comparison to women and a man, he was slight in comparison with Morris, the fellow I came here with, and the other person who we were working with. He was not small, but he was not as big as the people that we were with, as physically big.

DL: Well, he was physically big. But not in size with your people.

JS: Well, I'm not tall in comparison with you, but he was about medium built.

RGS: Can you think of some humorous things that happened when you worked with Bob Dolley?

DL: Well, Dr. Stakenas, what I had in my mind, but Anne is so busy in that book! I was going to tell when you and I were students in Mr. Dolley's University of Florida's school.

AF: Well, go ahead and tell them, I don't mind you telling them everything we did.

DL: Well, it wasn't very nice, though.

AF: Oh, well, I'll tell you what we did. We limited ourselves to a dollar a day to eat and we would figure where we could go to eat for a dollar a day. We went to bars and everywhere else where things were much cheaper. Then one day we took your husband and my son down to Daytona Beach. They came down to visit us and, of course, down on the beach they had merry-go-rounds. We called it a 'flying jennie'. I said, "Come on, Dorothy, let us ride." Both the men said, "You are not going to get on that thing!" I said, "I certainly am going to get on that thing, I am going to get on that horse!" And so, both of us got there and Henry and my son hid back in the crowd and every time we would pass them, we would say, "hew, hew".

DL: How about in the late afternoon, where did we get money for that extracurricular activity that only you and I indulged in? At the Fernwood Hotel?

AF: Yes, we stayed at the hotel and we only had a curtain for the door.

DL: No, that was the Morgan. The Fernwood, you and I always went down and we had a drink, you know.

AF: We had a cocktail.

DL: Well, nobody else would and they thought that we were terrible! That we were no good.

JS: Boy, I'm learning all kinds of things about you.

AF: Now, this was with Skip Evan's wife. She'd have fun.

RGS: So, Dolley taught at the University of Florida?

DL: He was head of the school down there (in Daytona). He started it, I mean he had worked it out with the University of Florida. Because that was where I got my beginning of my master's work. And Anne and I, as I told you back there, it started in 1938.

JS: That was part of the University of Florida? I didn't realize that.

DL: It was a branch of the University of Florida. You can find it, it is on my college transcript.

JS: I'm not questioning it, I just didn't know it.

DL: See, I graduated from your college when it was Florida State College for Women.

AF: I graduated from Mississippi State College, The University for Women. And that was the first exclusively woman's school supported by the state. You see, churches and so on supported other things. And it is still in existence. They have been made a lot over at the University of Mississippi for Women, Columbus, Mississippi, just lately.

DM: I was just going to ask you, you said that the summer school started in 1938? When was it phased out?

AF: Well, it phased out after the war. These people had to go back. We'd only been down there about three summers.

DL: About four. I looked at my college transcript which has all this stuff from the University of Florida. And I think it went four years, 1938, 1939, 1940, 1941. All vocational directors joined in and used their training money to help, from New York to Georgia to Missouri.

MB: Dolley served as Director until 1937.

DL: When he went to Tallahassee?

MB: In 1937 he left Duval County.

DL: He worked with the State Department in Tallahassee.

AF: You asked about the directors that were here after Mr. Dolley? There was W. R. Sheel and then Mr. Gabriel. Here is his picture.

DL: I thought about him the other night. You know why? I had to study the Bible about the Angel Gabriel. It brought up his name.

AF: He didn't know a thing, absolutely not a thing.

MB: Who, Sheel or Gabriel?

DL: Gabriel--didn't know from Adam.

MB: But Gabriel was here when Dolley was here. Wasn't he? Gabriel preceeded Dolley.

DL: No, Gabriel came later.

MB: Dolley was in charge when I came. In fact, he hired me. I was with

MB: him for one year, then he left. That's when I was here in 1936 and 1937. Then he left during that summer, following the 1936 year, of 1937.

DL: Well, Sheel and then Gabriel followed after that. Because see, I was there until 1943.

AF: You see, publicity, and the MPW made me the 'Woman of the Year'. This was the professional women's association. Here is a picture of Mr. Dolley.

DL: And then, I don't know what happened to Sheel.

MB: He died.

DL: And then, Gabriel.

JS: Gabriel followed Sheel? Oh, you are right. The reason I know that Gabriel followed Sheel now is because my Dad met Mr. Sheel and my Dad didn't meet Mr. Sheel until after I was married. So, you are right.

DL: I worked under both men, so I do know.

JS: Then the record came about that no director held the position for more than two years. In fact, they told me, if I'd held my job for the third year, I would have broken the record for being director. I forget all the names that were involved. Ted Dietch was one director that followed Gabriel.

AF: Dietch, but he didn't stay here very long.

JS: No, he stayed one year, two at the most.

AF: Well, then I was out after then, so I don't remember.

JS: Even Don Cole held it temporarily for a while.

AF: All I remember about Don Cole, he was in Industrial Arts for so many years.

JS: I know he was. High school industrial arts had more vocational equipment than some of the vocational shops. We had all industrial size equipment; 24 inch planers, 12 inch saws, 36 inch band saw and the same thing in the machine shops. We had all vocational equipment, only we called it industrial arts. While I was the county director, I went to Lee High School to establish vocational programs. I said, "Kirk, (Kirkham, a former coach and I had been an assistant coach under him, became the principal) how about putting in some vocational programs at Lee High School?" He said, "Well, I'm in accord with it. Let me meet with my department heads." So, he met with his department heads and then, I said, "Well, did you meet?" And he said, "Yes. They agreed that it would

JS: be all right to have typing, bookkeeping, and shorthand, all these as long as they were not vocational." In other words, if they were trained good enough to type. I mean this was the whole terminology. I said, "Kirk, I can't believe what you are telling me." When I was at Lee High School teaching woodwork, the Southern Association of The State Department came to my shop for an evaluation. The report stated that I taught too vocationally.

AF: When did you go to Lee High School?

JS: From fall of 1954 to 1959. Anyway, their evaluation of me was derogatory. They said, "You are teaching these kids cabinet-making! They are trained good enough to get a job!" I said, "I know. I have people calling me to place these kids in jobs for the summer time." They said, "That isn't what you are supposed to be teaching!" That is exactly what my evaluation was. I couldn't understand, if I taught them well enough to get a job, what could be wrong with that?

AF: Are you located in Gainesville?

RGS: No, Tallahassee.

AF: In Tallahassee. I've been trying to get to The Florida State University. I got my Master's Degree. I was Kappa Delta Pi and then Phi Kappa Phi. My honors are on my bracelet. I lost the Phi Kappa Phi. I have been trying to get them to find out who is the educational advisor, who is head of the educational there, Simmons, Ballard Simmons isn't there anymore. And I was trying to find out who was the faculty advisor for Phi Kappa Phi.

RGS: You want to know who the faculty advisor is?

AF: I wanted to write to them to see if I could get another one of the charms. I was awarded mine, I got my master's there in 1944 and I have written several letters and addressed them to the faculty advisor of Phi Kappa Phi at the University of Florida and nobody seems to know anything about it; it is an honor society.

DL: What bugged me over the years, is the fact that people looked down on business education. The school principals that I worked under when I went into the public schools, which I mean, not a vocational school, they looked down on all business education. I couldn't understand it. Of course, I had a cultural background. I studied all this stuff and changed to business. My degree in Tallahassee was called AB in Commerce. I think it is Business Administration now.

AF: For her to get a teaching job, I never will forget, she couldn't remember her credits. So I drove over to Gainesville and made her go through the Archives and found all the classes she had.

DL: They had buried that.

AF: We were such pals.

DL: Are you talking about Tallahassee?

AF: No, I'm talking about Gainesville.

DL: Well, see my degree was from Tallahassee.

AF: I know, but your vocational credits were from Gainesville.

DL: From Gainesville, yes. Well, anyway, they always looked down on Business Education, the school principals, you know, and they told their people not to put anybody in Business Education. You know like we were a bunch of dummies. It was revolting. It was just terrible, wasn't it? Well, you don't know, you had left the high school and all those people.

AF: But I'm going to tell you, right now they don't love anything any more.

DM: Let me jump in and ask you something about the Wartime Production Training Program. Do you remember anything about it? That came in 1939.

AF: We carried right straight on and that was when I put some of the students out at the Naval Air Station. At Lee High School I had 59 boys and every one of them that went out there did all kinds of things, such as airplane fabric doping or electrical work. Now, this boy, Marty, he is an electrical man and he got all of his experience on his job. Now he is tremendously successful and he is responsible for getting Florida Junior College because he always wanted a college degree and he has never gotten one yet. He married his high school sweetheart. His father was a baptist preacher. He is just a wonderful person and I'm just so proud of all my Southern Bell Telephone boys. There were eight of them and about four years ago, I never had met the wives because I just didn't have time for that after they had gotten out and married and worked so long. Thirty seven and forty years they worked for the telephone company and every one of them had tremendous jobs.

They gave a big dinner party for me and had it at the Town House. They presented me the cutest little Hummel statue of a Little School Boy with his pack of books on his back, which I value very much. We all got there and we stood around and talked and I met their wives. Then we had our pictures taken, just the boys and me. Finally, one of them said, "Would it be all right if we had a drink?" I said, "Well, certainly, it would be fine." And they said, "Would you?" I said, "Well, certainly, give me a Manhattan on the rocks." And it almost broke them up. But, I've kept up with them through all the years. It has meant so much. We didn't have nurse's aides, it was before nurse's aides ever started. I had two girls from Landon High School. Do you remember Jacqueline

AF: Licty? Her father was a baptist minister.

MB: The name sure rings a bell.

AF: Jacqueline Licty was one of them and the other one was Jetty, can't remember her last name. Well, anyhow, they wanted to be nurses. I went over to St. Vincent's Hospital and talked to the Sister who was head of it and she said they would be glad to have them come in but they couldn't pay them anything and I said that that was all right. So they went from Landon to town and changed busses, got on another bus and went over to St. Vincent's. St. Vincent's gave them their lunch and laundered their uniforms. That was what they got for payment.

Her grandfather was the consul from Cuba at that time. That was before Castro came in. Jackie's father was going to do some missionary work in Baltimore. She decided she wanted to go to Johns Hopkins and take her degree in nursing there. I said, "But Jackie, you cannot compete with those two-year college girls, because most of them have had at least two years of college." She was a brilliant student, though, and the Early boy was so in love with her that she could have married him any time. I wrote and explained the situation to them. I was always writing letters for my students. My husband used to say, "Do all the students go to the teacher's houses at night? Don't you ever have any time?" I said, "Oh, no." I wrote this letter and told them what a fine person she was and they said that they had an entrance examination that had to be taken. They would send it after they knew that I was certified in testing, that if they sent me the examination I could give it to her and mail it back to them.

Well, we were planning a spaghetti supper at her place at the beach, so while I was cooking spaghetti sauce in the kitchen, Jackie was in my living room taking the examination. She passed the examination and went to Johns Hopkins. She not only took her degree, but she took her Master's and then she met a girl whose father was a doctor, a pediatrician in Chattanooga, Tennessee, and they decided that they wanted to go as exchange nurses to India. They got over to India and they taught one year; they both were very religious.

They decided they wanted to open an orphanage. Jean's father was a pediatrician and her mother was a nurse. They had a farm on Signal Mountain, so they sold that and gave the money to these girls to build an orphanage in India. They adopted eighteen babies. They had to go before Mrs. Gandhi to get permission to do this, you know, and a lot of red tape because they were Christian.

I taught an adult Bible class for about thirty years and our class, as our foreign mission work, took on these girls and we sent them $125 a month. Of course, there were other contributions, too. They pledged eighteen years. They are finishing their eighteenth year this year. I ought to have brought the letter from Jackie in

AF: which she sent me a picture of all of the eighteen babies that have grown up and what every one of them is doing, and the jobs that they have gotten. Some of them have come to America, and some to Australia and some to other places.

She is coming back to California to be with her mother and father, who are quite aged now. She was asking me to pray for her to be able to take up her nursing again in the United States. Jean, the other girl, is coming back, also. They will have to relinquish all the property that they have to India and won't get anything out of it. But, it just shows you, just like this fellow here and like Bill Gay and like so many others, Judge Harold Clark, etc., that it makes you feel, that this program has really enriched this community and other places, too. And there is no need to spend a lot of money. Let the community do it. They can do it and will do it.

RGS: I keep thinking about this gentleman, Dolley, was he from around Jacksonville?

DL: No. Wasn't he from Illinois?

JS: Yes. He went to Bradley. I know that. He went to the same college I went to--Bradley. When I applied for a job, I applied to him. I was appointed by him when I first came in. Because he went to Bradley, I felt like he was from the middle of someplace, at least Illinois.

DL: Do you remember where Dolley was from?

AF: I think that he was from Wisconsin. I know that he brought a lot of Industrial Arts teachers. One of them is Ivan Smith. He is retired, and a millionaire. He is head of Reynolds, Smith and Hill. They just got all the contracts for everything in the world.

DL: He is retired now. But he is a multi-millionaire.

JS: He was an Industrial Arts teacher, drafting, at Lee High School and then decided to go into architectural work.

AF: There is a picture in here of Bob Dolley. Here is a picture that was down at Daytona Beach.

DM: What did Dolley do after he left the position of State Director?

AF: Mr. Dolley, well, he kind of got in bad with the Governor and he didn't do much else.

JS: He went to the Panama Canal for awhile. Last I heard, he was in Washington, D. C.

AF: He tried to get me to go to Yugoslavia and set up a vocational education program there.

DL: You can't see him, he is hiding behind somebody.

AF: Well, there is another big picture in there.

DL: Oh, well, I want to see a big one, because he is over behind, he is right there, but he is behind somebody.

JS: You are talking cooperative education. I teach Introduction to Education. I had a list just like cooperative education. The call I had was from Green Cove in Clay County. I coordinate for four counties for the four campuses. We put these teachers-to-be into the regular classroom to teach for ten weeks. They put a minimum of 30 hours in there. Some are vocational teachers. Some are P.E. teachers, some teach art, some are math, some kindergarten, some high school and then they go out into the field. They don't get comp time for that. They have to attend the regular class, Monday, Wednesday and Friday. They do this in addition to it and they choose to put in that extra time. They have an option with a term paper. The pre-internship takes considerably more time but they enjoy having a real experience. The whole purpose and design is to find out whether they will or will not be teachers, rather than waiting four years.

RGS: Yes, that is the time to find out.

JS: The junior colleges are no more like it was when I went. When I went to junior college, everybody was 18 and 19 years of age. You graduated from high school and went to college. Now, persons are every age you can think of. In my class I've had students 58, I have five vocational teachers and one person who is a part-time teacher who is a college graduate. I had one with a master's degree last term. I had all ages, beginning with 18 on up.

AF: Well, I want to tell you, your classes that you have for older people, they are cheating on them. There are people who come and sign up and then they will be three and four who will attend the class. And I said you have got to maintain fifteen people to keep going.

JS: Vocationally, you do, but college-wise, no. All you have to do is get that number registered in your files, then for the end of the year, you can end up with one student. But, vocationally, you had to maintain ten and in the adult level you had to have fifteen. Do you have picture of Dolley in there, did you say?

DL: I'm looking for him now. Anne says it is in here.

AF: It is in there.

JS: I'm curious to see just how wrong I can be in my memory. I remember he had a little mustache.

DL: Here it is. That is he! But that is not his body, he was a big man.

JS: That's the way I remember him.

AF: Well, you don't have to have his body, you've got his head.

DL: Well, he was a large man.

JS: Well, then you define what is large. Dot, give me a rough idea.

DL: Well, he was much bigger than you.

JS: Oh, he wasn't any taller than I was. I stood by him many times. I remember Dolley. We did a lot of things together. I used to be 6 foot even, with a 32 inch waistline, barefoot.

AF: Well, I never saw any body gain weight like Marty. Marty has this weight now. I'm going to get after him and make him get on the Cambridge Diet. Oh, look, after I had hauled all those peg boards and things, I got the Zonta Club, International, I was the first president of that. Why, I got them to give us a set of 35. You see, you can get a lot of stuff out of the community, without buying it, if you just ask.

MB: Oh, they give you a lot. Each year General Motors gave us, from the training center over there, one-year old equipment from Buick, Pontiac, Chevrolet, Cadillac to go into our vocational auto-mechanics shops. Diesel motors from White Motors and Diesel, we got all that diesel equipment from them. Chrysler Corporation provided contests for us. And tools from Ford Motor Company for the outstanding student, they would give a complete (set) for each shop, we had eight auto-mechanics shops. Each outstanding student got that. But you had to have the PR working with them.

JS: Marty was hitting on a real important point there. You can't tell them, you want them to tell you. Then, they are part of the story.

AF: John, would you be responsible for these books if I let them have them?

JS: I will be responsible for them.

DL: I have just got to say, and it doesn't apply to anything here, but I have to say it because I want to. Wolfson High School was built and opened in 1965. At that time they closed Dupont High School, which became a junior high. Wolfson was the outstanding school in Duval County and still is. But, oh, we had the most wonderful equipment. That school was heaven-sent. I was so happy and that next year, 1967, I was elected President of the Duval County Business Education Council, they called it. It was about 150 teachers and I was real proud. And weren't they proud of me at Wolfson! Boy, they had banners all over that place. Which is of no value. Anyway, in another year one of my students, whom I had trained for two years in both shorthand and typing, received the

DL: award for the outstanding business student in the county. Well, her grades were all 4.0.

AF: Well, don't go over 4.0, that is as far as you can go.

DL: I'll put an "0" there, if I want to. I will! Well, anyway, I was proud of those two things. They don't relate to the vocational, well, they do, too, because the most that I ever learned, I didn't learn it at Florida State College for Women. I have got to say that. There were marvelous instructors, but I had one who was not. In my teaching, I did everything that she had not done. So that is why I was successful and she was a dud. But I had some wonderful teachers back then.

DM: Well, as long as you didn't learn everything when you went to the University of Florida!

AF: Well, I want to tell you that she was the best shorthand teacher that ever was.

DL: Right.

AF: Wonderful.

JS: Well, you have got to believe in yourself!

AF: One thing I would require every single child to learn, to type. I want to tell you, that I have grandsons that can't spell 'cat', you can't read their writing, and the consequence is that they pick up the telephone and call me. And, they are the sweetest little things in the world, very successful business people, one is in the Air Force and his work is interpretation of radar photography. The other one is with an oil drilling company out in Oklahoma City. But he was a tennis pro before that. But, he just calls, "Gran, so and so." I said, "Why didn't you write?" Well, he doesn't know how to spell.

DL: They don't teach you any more.

JS: When I was at Lee High School, we were sitting in the faculty lounge, which was maybe a little larger than this room. The English teachers were sitting over here but I was talking loud enough so they could hear. I said, "The most important subject at Lee High School is typing." No response yet. Someone said, "Why do you say that?" "It teaches you how to spell, it teaches you sentence construction. Everything stands out like a sore thumb if it is wrong, it shows up." Nobody needs to tell you it is wrong; it is wrong.

AF: I had a letter the other day from our famous orthopedic people. I go to the sports orthopedic clinic in Columbus, Georgia. I have two metal and plastic knees and I'm getting ready to have a total hip. And Dr. Jim Andrews, one of the doctors, of course I always fall in

AF: love with all of them and he wrote in answer to a letter I had written him and I handed it to my son, and he said, "Why his secretary didn't even know how to paragraph." I said, "No, she sure doesn't know how to paragraph and maybe she doesn't know how to spell, either." Of course, I came up, academically, and never in the world, would I associate with those people, but I've been associated with them for a long time.

RGS: Let me raise a question for you all. Historically, from time to time, the general educators come forward and say the best vocational education is a good general education. That is what they say. You really were trained in general education but you became vocational educators. So in a certain sense, you demonstrate what these critics are saying of education today.

AF: Well, I guess so.

DL: I was trained in general.

JS: You taught a skill, though. You administered skills.

AF: No, I didn't have any skill. I graduated in voice, history and economics.

JS: I know. But see the definition of vocational education, you need support of the academics. There is no question of that. But you need to have a skill. Vocational education is skills training for an individual for the job entry level. You teach a person to type, so that person is employable. Whether it be typing, shorthand, sales, whatever it is, driving nails, so that they can be employable. That is what vocational education is. But it can't operate by itself. Certain things you can train without having academics.

What was the name of the box board, where they made this cardboard box here in Jacksonville? They had persons there who were getting paid far in excess what the teachers were. We went in there, they wanted to give a promotion for their employees over there. So the foreman called, one of the top officials called, "We are at a loss here, we were trying to figure some way to give salary increases. So we gave them a test. They couldn't read!"

We had the adult basic program going there, so we went to visit. Here they had a fellow making the corrugated paper. There would be a green light, the bell rang twice, he'd step on this thing, the red light would come on, he'd pull this back. It was all trained like animals and they were making $10,000 and $12,000 a year for that job and they couldn't read or write. Now they would not go to school, so we brought the school to them, the academics. Now they had the skills for operating those machines so we had to teach them how to read and then how to write. Because they didn't have those skills there was no way to promote them. They were trained only in the skills. You need both, there is no question about that.

AF: You know Ned Hubbard. Did you remember him? He is public relations for Swisher, you know, cigars. He is another one of my boys.

JS: Oh, yes.

AF: His father was a fireman. But he went on in to public relations. Then he had his own business. Of course, all of them combined, sell me six at a time. Now, he is in public relations for John H. Swisher & Company.

RGS: Well, it looks like we have come to the place where we have done a good afternoon's work and I want to thank you all very much for coming to talk with us.

DL: Oh, we loved it, loved it!

AF: We've had such a good time, showing off!

RGS: Thank you very much for showing off!

DL: See your program eclipsed everything that I have ever known, except in the public schools now. I was a big shot there.

AF: Well, I had so much fun running around with all the people.

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